



**HEALTH SECTOR**  
**Intermediate 1**

**First edition — February 2009**



## National Course Specification

### Health Sector (Intermediate 1)

**COURSE CODE** C261 10

#### COURSE STRUCTURE

This Course has five mandatory Units.

The mandatory Units are:

F58P 10	<i>Health Sector: An Introduction (Intermediate 1)</i>	1 credit	(40 hours)
F58R 10	<i>Health Sector: Roles and Responsibilities (Intermediate 1)</i>	1 credit	(40 hours)
F598 10	<i>Health Sector: Health Awareness (Intermediate 1)</i>	1 credit	(40 hours)
F599 10	<i>Health Sector: Working Safely (Intermediate 1)</i>	0.5 credit	(20 hours)
F59A 10	<i>Health Sector: Life Sciences Industry (Intermediate 1)</i>	0.5 credit	(20 hours)

To achieve the Course award candidates must successfully achieve all the Units which make up the Course.

#### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

#### PROGRESSION

This Course or its Units may provide progression to:

- ◆ SVQs in Health and Social Care
- ◆ National Courses or Units
- ◆ further/higher education
- ◆ training/employment

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#### Administrative Information

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## **National Course Specification: (cont)**

**COURSE** Health Sector (Intermediate 1)

### **CREDIT VALUE**

The Intermediate 1 Course in the Health Sector is allocated 24 SCQF credit points at SCQF level 4\*.

*\*SCQF points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

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

Opportunities for developing aspects of Core Skills are highlighted in the Support Notes of the Unit Specifications for this Course.

### **LINKS TO NATIONAL OCCUPATIONAL STANDARDS**

National Occupational Standards (NOS) are developed by the key employment sectors of the United Kingdom. These standards set the competences required for job roles within a particular employment sector. In Scotland, the Scottish Social Services Council is the Sector Skills Council (SSC) that represents a wide variety of stakeholders working in a broad range of occupations and job roles within the health and social care sectors and Skills for Health is the SSC for the UK health sector.

The Intermediate 1 Health Sector Course has been designed to link broadly to National Occupational Standards in the health sector.

The Intermediate 1 Health Sector Course has been designed to provide a broad introduction to some of the underpinning knowledge that is required for the Occupational Standards at level 2. The Course also provides candidates with experience of the practical skills required to work at this level in the sector and helps prepare them for further training.

## National Course Specification: Course details (cont)

**COURSE** Health Sector (Intermediate 1)

### RATIONALE FOR SKILLS FOR WORK COURSES

Skills for Work Courses are designed to help candidates to develop:

- ◆ skills and knowledge in a broad vocational area
- ◆ Core Skills
- ◆ an understanding of the workplace
- ◆ positive attitudes to learning
- ◆ skills and attitudes for employability

A key feature of these Courses is the emphasis on *experiential learning*. This means learning through practical experience and learning by reflecting on experience.

#### Learning through practical experience

- ◆ Teaching/learning programmes should include some or all of the following:
  - learning in real or simulated workplace settings
  - learning through role play activities in vocational contexts
  - carrying out case study work
  - planning and carrying out practical tasks and assignments

#### Learning through reflecting at all stages of the experience

- ◆ Teaching/learning programmes should include some or all of the following:
  - preparing and planning for the experience
  - taking stock throughout the experience — reviewing and adapting as necessary
  - reflecting after the activity has been completed — evaluating and identifying learning points

## National Course Specification: Course details (cont)

### COURSE Health Sector (Intermediate 1)

The Skills for Work Courses are also designed to provide candidates with opportunities for developing *Core Skills* and enhancing skills and attitudes for *employability*.

#### Core Skills

The **five** Core Skills are:

- ◆ Communication
- ◆ Numeracy
- ◆ Information Technology
- ◆ Problem Solving
- ◆ Working with Others

#### Employability

The skills and attitudes for employability, including self-employment, are outlined below:

- ◆ *generic skills/attitudes valued by employers*
  - understanding of the workplace and the employee's responsibilities, for example time-keeping, appearance, customer care
  - self-evaluation skills
  - positive attitude to learning
  - flexible approaches to solving problems
  - adaptability and positive attitude to change
  - confidence to set goals, reflect and learn from experience
- ◆ *specific vocational skills/knowledge*
  - Course Specifications highlight the links to National Occupational Standards in the vocational area and identify progression opportunities

Opportunities for developing these skills and attitudes are highlighted in each of the Course and Unit Specifications. These opportunities include giving young people direct access to workplace experiences or, through partnership arrangements, providing different learning environments and experiences which simulate aspects of the workplace. These experiences might include visits, visiting speakers, role play and other practical activities.

*A Curriculum for Excellence* (Scottish Executive 2004) identifies aspirations for every young person. These are that they should become:

- ◆ successful learners
- ◆ confident individuals
- ◆ responsible citizens
- ◆ effective contributors

The learning environments, the focus on experiential learning and the opportunities to develop employability and Core Skills in these Courses contribute to meeting these aspirations.

## National Course Specification: Course details (cont)

### COURSE Health Sector (Intermediate 1)

#### RATIONALE FOR INTERMEDIATE 1 HEALTH SECTOR COURSE

The Intermediate 1 Health Sector Course has been designed to provide candidates with opportunities to develop generic employability skills in the context of the health sector. The Course may also assist progression into further and higher education and training/employment. The health sector includes the National Health Service (NHS) (primary and secondary care), independent healthcare, complementary therapies, the life sciences and retail pharmaceutical industries and the community and voluntary sector

The NHS in Scotland currently employs over 160,000 people and is a major employer in Scotland. The demands placed upon the NHS are increasing, through changes in demographics combined with an ageing workforce as outlined in the Kerr Report (*Building a Better Future for the NHS in Scotland May 2005*). Scotland has one of the largest life sciences industries in Europe, with a worldwide reputation particularly in research and development and manufacturing. The growing life sciences industry currently employs over 30,000 people in a wide variety of job roles. This Course has been designed to allow candidates to develop knowledge and both generic and vocational employability skills relevant to the sector. It has been designed to help candidates develop an understanding of the nature of work in the health sector in order that they can make informed decisions about whether or not they wish to gain employment in this sector.

The primary target group for this Course is school candidates in S3 and above. In this Course it is important candidates have access to real or simulated health sector environments and visiting speakers or visits to workplaces in the health sector. It is anticipated that the Course will rely upon and build on partnerships between schools, further education colleges, higher education institutions, employers and other training organisations. These partnerships will enable the Course to be delivered in a variety of appropriate learning environments with access to relevant teaching expertise. Partnerships with employers give added value to the Course and benefit candidates by enabling them to make more informed career choices. Employers benefit by attracting a new generation of workers with knowledge and understanding of the sector, thus facilitating attraction, recruitment and retention. The Course may also be suitable for adult returners in a further education environment who are seeking to enhance their employability and develop introductory vocational skills in the health sector.

The knowledge and experiences acquired by candidates will help to develop transferable employability skills and will also prepare them to work within the context of the health sector in Scotland.

The general aims of the Course are to:

- ◆ assist candidates to develop employability skills
- ◆ allow candidates to experience vocationally related learning
- ◆ provide candidates with a broad introduction to the health sector
- ◆ encourage candidates to develop a good work ethic
- ◆ provide opportunities to develop a range of Core Skills through practical experiences in a vocational environment
- ◆ encourage candidates to take responsibility for their own learning and development
- ◆ facilitate progression to further/higher education, training and/or employment

## National Course Specification: Course details (cont)

### COURSE Health Sector (Intermediate 1)

In particular, the specific aims of the Course in the Health Sector are to:

- ◆ develop employability skills specifically valued by employers in the health sector
- ◆ build a broad base of knowledge, skills and understanding related to employment within the health sector, including organisational standards for appearance and behaviour
- ◆ develop an understanding of the roles and responsibilities of individuals employed within the health sector
- ◆ develop an awareness and understanding of equality and diversity within the context of the health sector
- ◆ develop team working skills
- ◆ develop communication skills
- ◆ develop an understanding of care values
- ◆ develop an awareness of the importance of confidentiality
- ◆ develop an understanding of infection control measures
- ◆ develop an awareness of health and safety issues relevant to the control of infection
- ◆ encourage skills of planning, reviewing and evaluation
- ◆ develop self-evaluation skills and confidence to seek feedback from others
- ◆ develop the ability to follow instructions

The course reflects National Occupational Standards for Health and so helps prepare candidates to progress to:

- ◆ SVQs in Health and Social Care
- ◆ National Courses or Units
- ◆ further/higher education
- ◆ training/employment

## National Course Specification: Course details (cont)

**COURSE** Health Sector (Intermediate 1)

### COURSE CONTENT

#### Summary of Course content

The Course introduces candidates to the health sector. It includes investigating the different types of provision, the range of services provided and the roles and responsibilities of those working in a specific area of health sector provision. Candidates will also investigate career opportunities in the health sector.

Care values are important when working in the health sector. Therefore, candidates will explore care values and participate in practical activities that allow them to demonstrate care values, including maintaining confidentiality and an awareness of equality and diversity.

Candidates will also assess risks in relation to infection and participate in practical activities to demonstrate infection control measures.

Candidates will be given the opportunity to work as members of a team to produce health promotion advice, encouraging co-operative working and developing aspects of the Core Skill of *Working with Others*. They will learn about the main body systems to inform the production of health promotion advice. Effective team-working is an essential element of working in the health sector. Candidates will investigate a multidisciplinary team and explore the benefits of a multidisciplinary approach to users of the health sector.

Candidates will learn how to participate in a practical activity to take a physiological measurement.

The Course introduces candidates to the range of product types made by the life sciences industry. Candidates will participate in a practical activity to demonstrate the use of a biomedical device.

Central to the Course is developing the employability skills valued by employers in general and necessary for effective work in the health sector. These skills are embedded in the different Units providing candidates with the opportunity to practise and develop these skills throughout the Course. Candidates will have the opportunity to develop their employability skills through practical activities in real or simulated work environments, investigations and team-working activities. Candidates will also be involved in self-evaluation of these skills, seeking feedback from others, identifying areas for improvement, taking account of the feedback received and reviewing their progress throughout the Course.

The Units of the Course have been designed to be delivered in an integrated way and guidance on a suggested teaching pattern is given in this Course Specification.

The specific employability skills assessed in this Course are:

- ◆ positive attitude to learning and the workplace
- ◆ self respect and respect and consideration for others
- ◆ willingness to listen to others and respond constructively to feedback
- ◆ awareness of equality and diversity
- ◆ understanding of roles and responsibilities in the workplace

## National Course Specification: Course details (cont)

### **COURSE** Health Sector (Intermediate 1)

- ◆ willingness to contribute to team work
- ◆ awareness of health and safety
- ◆ awareness of the importance of maintaining confidentiality
- ◆ reflecting on own abilities
- ◆ ability to follow instructions
- ◆ awareness of infection control procedures
- ◆ awareness of organisational standards for appearance and behaviour
- ◆ understanding of care values
- ◆ awareness of organisational standards for quality

#### **Summary of Unit content**

##### **Health Sector: An Introduction (Intermediate 1) (1 credit)**

The Unit introduces candidates to the health sector and explores its diversity. Candidates will learn about the range of provision and the extensive services provided by the health sector. Candidates will participate in practical activities which will help to develop knowledge and understanding of health sector environments.

The Unit also focuses on the employability skills and attitudes identified as being those most valued by employers. Candidates will be given the opportunity to reflect on and evaluate their own employability skills and record their progress throughout the Unit.

##### **Health Sector: Roles and Responsibilities (Intermediate 1) (1 credit)**

The Unit introduces candidates to the range and diversity of careers in the health sector. The Unit will also introduce candidates to the nature and importance of working in a multidisciplinary team. Candidates will learn about the importance of care values within the health sector and will participate in a practical activity which will enable them to demonstrate these in a health sector context.

##### **Health Sector: Health Awareness (Intermediate 1) (1 credit)**

This Unit will provide candidates with a basic introduction to the structures and functions of the main body systems. Through team working, candidates will produce advice in relation to the promotion of health.

Candidates will participate in a practical activity which will help to develop knowledge and skills in taking a physiological measurement.

## National Course Specification: Course details (cont)

### **COURSE** Health Sector (Intermediate 1)

#### **Health Sector: Working Safely (Intermediate 1) (0.5 credit)**

In this Unit candidates will carry out a risk assessment. Candidates will identify possible hazards and risks, including risks relating to infection, in a setting within the health sector. Candidates will identify measures to minimise or eliminate these. This Unit will allow candidates to develop an awareness of their own responsibilities in maintaining a safe working environment. Candidates will participate in a practical activity which will help develop knowledge and understanding of infection control measures.

#### **Health Sector: Life Sciences Industry (Intermediate 1) (0.5 credit)**

The Unit introduces candidates to the range of product types made by the life sciences industry and their application in the health sector.

Candidates will participate in a practical activity which will help to develop knowledge and skills in the correct use of a biomedical device.

### **ASSESSMENT**

To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

#### **Assessment objectives**

Assessment across the Units of this Course will allow candidates to demonstrate:

- ◆ generic employability skills valued by employers
- ◆ knowledge and skills in relation to working in the health sector
- ◆ practical vocational skills
- ◆ skills in communication and working with others
- ◆ investigation skills
- ◆ presentation skills
- ◆ evaluation skills

#### **Unit assessment**

##### **Health Sector: An Introduction**

**(1 credit)**

Written and/or recorded oral and performance evidence is required for this Unit. Assessment will be in the form of:

- ◆ an investigation into the range of provision in the health sector and the services provided
- ◆ participation in practical activities carried out under supervision in a real or simulated workplace setting
- ◆ candidate reviews completed on three occasions detailing progress in relation to the development of specific employability skills valued by the health sector

## National Course Specification: Course details (cont)

### COURSE Health Sector (Intermediate 1)

#### Health Sector: Roles and Responsibilities

(1 credit)

Written and/or recorded oral and performance evidence is required for this Unit. Assessment will be in the form of:

- ◆ an investigation into roles and career pathways in the health sector
- ◆ an investigation into a multidisciplinary team in the health sector
- ◆ written and/or recorded oral evidence which demonstrates knowledge and understanding of care values in the health sector
- ◆ performance evidence generated by participation in a role play carried out under supervision in a real or simulated health sector environment

#### Health Sector: Health Awareness

(1 credit)

Written and/or recorded oral and performance evidence is required for this Unit. Assessment will be in the form of:

- ◆ written and/or recorded oral evidence which demonstrates knowledge and understanding of the main body systems
- ◆ performance evidence generated by participation in a practical activity carried out under supervision in a real or simulated health sector environment
- ◆ participation in a group activity to produce health promotion advice

#### Health Sector: Working Safely

(0.5 credit)

Written and/or recorded oral and performance evidence is required for this Unit. Assessment will be in the form of:

- ◆ a completed risk assessment
- ◆ written and/or recorded oral evidence which demonstrates knowledge and understanding of how the spread of infection can be controlled in a health sector environment
- ◆ performance evidence generated by participation in a practical activity carried out under supervision in a real or simulated workplace setting

#### Health Sector: Life Sciences Industry

(0.5 credit)

Written and/or recorded oral and performance evidence is required for this Unit. Assessment will be in the form of:

- ◆ an investigation into the range of products made by the life sciences industry
- ◆ performance evidence generated by participation in a practical activity carried out under supervision in a real or simulated health sector environment

Further details about Unit assessment for this Course can be found in the Unit Specifications and the National Assessment Bank (NAB) materials.

### QUALITY ASSURANCE

The Units of all National Courses are subject to internal verification and may also be chosen for external verification by SQA. This is to ensure that national standards are being applied across all subjects. To assist centres, Internal Assessment reports are published on SQA's website [www.sqa.org.uk](http://www.sqa.org.uk).

## National Course Specification: Course details (cont)

### COURSE Health Sector (Intermediate 1)

#### GUIDANCE ON LEARNING/TEACHING AND ASSESSMENT APPROACHES FOR THIS COURSE

The primary target group for this Course is school candidates in S3 and above. In this Course it is important candidates have access to real or simulated health sector environments and visiting speakers or visits to people in the health sector. It is anticipated that the Course will rely upon and build on partnerships between schools, further education colleges, higher education institutions, employers and other training organisations. These partnerships will enable the Course to be delivered in a variety of appropriate learning environments with access to relevant teaching expertise. The Course may also be suitable for adult returners in a further education environment, who are seeking to enhance their employability and develop introductory vocational skills in the health sector.

#### Suggested order/sequence of delivery

Centres should ensure that an induction to the Course is given, which will enable candidates to understand fully what is required and the approaches to be adopted. It is important that the concept of employability skills, both generic and specific to the health sector is stressed at this time.

While the sequence of delivery of the Units is for individual centres to decide, a suggested approach would be to begin with Outcome 1 of the Unit *Health Sector: An Introduction (Intermediate 1)* early in the Course. This provides candidates with an introduction to the sector and develops skills in investigation and presentation of information which will be further developed throughout the Course. Outcomes 2 and 3 of this Unit should be integrated with the other four Units in the Course in order that these skills are built upon during the delivery of the remaining Units and so that candidates can gather evidence over the duration of the Course. Opportunities to integrate learning, teaching and assessment of Outcomes 2 and 3 of the Unit *Health Sector: An Introduction (Intermediate 1)* with other Units in the Course can be found when carrying out the following activities:

- ◆ contribute to a group presentation and take part in a practical activity in *Health Sector: Health Awareness (Intermediate 1)*
- ◆ carry out an investigation and take part in a practical activity in *Health Sector: Life Sciences Industry (Intermediate 1)*
- ◆ carry out an investigation and participate in a role play in *Health Sector: Roles and Responsibilities (Intermediate 1)*
- ◆ take part in practical activities in *Health Sector: Working Safely (Intermediate 1)*

#### Learning and Teaching

The types of provision within the health sector includes the National Health Service (NHS) (primary and secondary care), independent healthcare, complementary therapies, the life sciences and retail pharmaceutical industries and the community and voluntary sector.

The main approaches to learning in this Course should be experiential, practical and candidate centred. Candidates should have the opportunity to learn and develop practical skills in the context of real or simulated settings where they will experience workplace conditions, learn how to work with others in a team and develop good working practices.

There are opportunities in this Course for teachers/lecturers to be creative in their teaching and learning approaches. Investigations, role plays, debates, presentations, discussions and simulation exercises could be employed to give candidates a stimulating and interesting learning experience.

## **National Course Specification: Course details (cont)**

### **COURSE      Health Sector (Intermediate 1)**

Teachers/lecturers should act as role models in the demonstration of care values including the promotion of equality and diversity. Sensitivity and non-judgmental attitudes should be displayed and encouraged in candidates. Candidates should develop an awareness of culturally sensitive language. Materials used by lecturers and candidates to present information should promote positive images of disability and avoid cultural stereotypes.

Centres should ensure that an induction to each Unit within the Course is given, which will enable candidates to fully understand what is required and the approaches to be adopted.

#### **Visiting speakers/visits to health settings**

Centres are encouraged to establish links with organisations in the health sector that may be willing to offer support in the form of visits to the workplace or presentations from a member of staff to give candidates a realistic view of work in the health sector. This will help candidates to make decisions about future employment and study.

#### **Health and Safety**

Candidates will be exploring the responsibilities of workers in the health sector in relation to infection control. They will also be participating in practical activities to demonstrate the use of biomedical devices. A risk assessment must be carried out by a competent person prior to any practical activity taking place. Candidates should be informed that workers in the health sector are not allowed to move or handle people or equipment without having participated in a relevant moving and handling course.

#### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for this Course. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## National Course Specification: Course details

**COURSE:** Health Sector (Intermediate 1)

### Appendix: Employability Skills Profile

In addition to the specific, vocational skills developed and assessed in this Course, employability skills are addressed as detailed in the table below. For the purposes of the table, the Units are referred to as A, B, C, D and E as indicated.

<b>Health Sector: An Introduction.(Intermediate 1)</b>	<b>= A</b>
<b>Health Sector: Roles and Responsibilities (Intermediate 1)</b>	<b>= B</b>
<b>Health Sector: Health Awareness (Intermediate 1)</b>	<b>= C</b>
<b>Health Sector: Working Safely (Intermediate 1)</b>	<b>= D</b>
<b>Health Sector: Life Sciences Industry (Intermediate 1)</b>	<b>= E</b>

<b>Employability skill/attitude</b>	<b>Evidence</b>
◆ Positive attitude to learning and the workplace	A B
◆ Self respect and respect and consideration for others	A B C
◆ Willingness to listen to others and respond constructively to feedback	A B C
◆ Awareness of equality and diversity	A B
◆ Understanding of roles and responsibilities in the workplace	A B C D E
◆ Willingness to contribute to team work	A C
◆ Awareness of health and safety	A D E
◆ Awareness of the importance to maintaining confidentiality	A B
◆ Reflecting on own abilities	A C
◆ Ability to follow instructions	A C E
◆ Awareness of infection control procedures	A D E
◆ Awareness of organisational standards for appearance and behaviour	A C
◆ Understanding of care values	A B
◆ Awareness of organisational standards for quality	A B C D E

#### Assessment evidence in all Units:

Practical performance supported by assessor observation checklists and candidate self-evaluation reviews.



## National Unit Specification: general information

**UNIT** Health Sector: An Introduction (Intermediate 1)

**CODE** F58P 10

### SUMMARY

This Unit has been designed as a mandatory Unit of the Intermediate 1 Health Sector Course and has been designed to be taken as part of that Course. It can also be taken as a freestanding Unit. It is suitable for candidates who have no previous experience of the health sector.

The Unit introduces candidates to the health sector and explores its diversity. Candidates will learn about the range of provision and the extensive services provided by the health sector. Candidates will participate in practical activities which will help to develop knowledge and understanding of health sector environments.

The Unit also focuses on the employability skills and attitudes identified as being those most valued by employers in the health sector. Candidates will be given the opportunity to reflect on and evaluate their own employability skills and record their progress throughout the Unit.

The health sector includes the National Health Service (NHS) (primary and secondary care), independent healthcare, complementary therapies, the life sciences and retail pharmaceutical industries and the community and voluntary sector.

### OUTCOMES

- 1 Investigate a range of provision and services within the health sector.
- 2 Demonstrate employability skills and attitudes in specified practical activities.
- 3 Review and evaluate own performance in specified employability skills.

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#### Administrative Information

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## **National Unit Specification: general information (cont)**

**UNIT** Health Sector: An Introduction (Intermediate 1)

### **RECOMMENDED ENTRY**

Entry is at the discretion of the centre.

### **CREDIT VALUE**

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

There is no automatic certification of Core Skills in this Unit. Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches* for this Unit.

## **National Unit Specification: statement of standards**

### **UNIT        Health Sector: An Introduction (Intermediate 1)**

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.

#### **OUTCOME 1**

Investigate a range of provision and services within the health sector.

##### **Performance Criteria**

- (a) Identify and describe a range of provision within the health sector.
- (b) Identify and describe a range of services offered by each identified provision.
- (c) Explain how a service meets the needs of the users of that service.
- (d) Organise and present findings in an appropriate format.

#### **OUTCOME 2**

Demonstrate employability skills and attitudes in specified practical activities.

##### **Performance Criteria**

- (a) Demonstrate a positive attitude to learning and the workplace.
- (b) Demonstrate self respect and respect and consideration for others.
- (c) Demonstrate a willingness to listen to others and respond constructively to feedback.
- (d) Demonstrate an awareness of equality and diversity.

#### **OUTCOME 3**

Review and evaluate own performance in specified employability skills.

##### **Performance Criteria**

- (a) Identify own strengths and weaknesses in specified employability skills.
- (b) Seek feedback from others on these employability skills.
- (c) Identify areas for improvement in specified employability skills and set relevant goals.
- (d) Evaluate progress in achieving these goals over a set period of time.

## National Unit Specification: statement of standards (cont)

### UNIT Health Sector: An Introduction (Intermediate 1)

#### EVIDENCE REQUIREMENTS FOR THIS UNIT

Written and /or recorded oral evidence and performance evidence which covers all Outcomes and Performance Criteria is required for this Unit.

#### Outcome 1 – Written and/or Oral Evidence

Evidence for Outcome 1 will be gathered in open-book conditions at appropriate points throughout the Unit. Evidence will be gathered in a candidate folio. Progress will be discussed with the teacher/lecturer at an appropriate point during the investigation to ensure that the folio is the candidate's own work. A record of the discussion should be retained.

Candidates will investigate a range of provision and services in the health sector. Candidates will be given a brief for the investigation.

Candidates are required to:

- ◆ identify and describe **three** types of provision at least **one** of which must be from the National Health Service
- ◆ identify and describe two services offered by each identified provision
- ◆ explain how one service meets the needs of the users of that service

Candidates must organise and present findings in an appropriate format. A template for the investigation will be provided.

The provision will be selected from the range below:

- ◆ National Health Service — primary care
- ◆ National Health Service — secondary care
- ◆ independent healthcare
- ◆ complementary therapies
- ◆ life sciences industry
- ◆ retail pharmaceutical industry
- ◆ community and voluntary sector

The services will be selected from the range below:

- ◆ research and development
- ◆ scientific and technical
- ◆ screening
- ◆ diagnosis
- ◆ care and treatment
- ◆ prevention of ill health and health promotion
- ◆ maintenance of health
- ◆ management, administrative and support services

## National Unit Specification: statement of standards (cont)

### UNIT Health Sector: An Introduction (Intermediate 1)

The users will be selected from the range below:

- ◆ patients
- ◆ customers
- ◆ relatives/carers
- ◆ doctors
- ◆ dentists
- ◆ pharmacists
- ◆ nurses
- ◆ Allied Health Professions
- ◆ ancillary and support staff

#### Outcome 2 — Performance Evidence of Practical Activities

Candidates will demonstrate the achievement of all Performance Criteria during practical activities at appropriate points in the Unit. The practical activities will allow candidates to demonstrate the following employability skills:

- ◆ positive attitude to learning and the workplace
- ◆ self respect and respect and consideration for others
- ◆ willingness to listen to others and respond constructively to feedback
- ◆ awareness of equality and diversity

Assessor observation checklists must be used to support the performance evidence of a minimum of **two** different practical activities. Practical activities will be carried out either in a real or simulated health sector environment.

Further guidance on appropriate practical activities can be found in the support notes.

Where candidates are taking this Unit as part of the Intermediate 1 Health Sector Course opportunities for practical activities can be found in the Units *Health Sector: Health Awareness Intermediate 1*, *Health Sector: Life Sciences Industry Intermediate 1*, *Health Sector: Roles and Responsibilities Intermediate 1* and *Health Sector: Working Safely Intermediate 1*.

#### Outcome 3 — Candidate Reviews

Evidence Requirements for Outcome 3 will take the form of **three** completed candidate review records which will give the candidate the opportunity to record their progress in developing employability skills. Candidates will be provided with a review template. Each review will include the following:

- 1 A record of the candidate's analysis of own strengths and weaknesses in relation to the following employability skills:
  - ◆ positive attitude to learning and the workplace
  - ◆ self respect and respect and consideration for others
  - ◆ willingness to listen to others and respond constructively to feedback

## National Unit Specification: statement of standards (cont)

### UNIT Health Sector: An Introduction (Intermediate 1)

- ◆ awareness of equality and diversity
- ◆ understanding of roles and responsibilities in the workplace
- ◆ willingness to contribute to team work
- ◆ awareness of health and safety
- ◆ awareness of the importance of maintaining confidentiality
- ◆ reflecting on own abilities
- ◆ ability to follow instructions
- ◆ awareness of infection control procedures
- ◆ awareness of organisational standards for appearance and behaviour
- ◆ understanding of care values
- ◆ awareness of organisational standards for quality

2 A record of feedback gathered from others in relation to employability skills.

Candidates should gather feedback from the teacher/lecturer on **two** occasions and another person on **one** occasion. The other person could be, for example, another candidate, a health worker or placement supervisor who has observed the candidate.

3 A record of identified areas for improvement and goals set in relation to these employability skills.

4 An evaluation of progress towards achievement of these goals over a set period of time.

The first review should take place at an early stage of the Unit, one should be completed at an appropriate point during the Unit and the third should be carried out towards the end of the Unit. Candidates will complete the reviews based on their experiences and learning to date.

Candidates should take responsibility for completing each review. However, it is expected that, at this level, candidates will be given support and guidance from the teacher/lecturer before completing each review.

When delivering this Unit as part of the Intermediate 1 Health Sector Course opportunities will occur throughout the Course to identify, develop and practise the relevant skills, which are the basis of the reviews. Further guidance is given in the support notes under content and context.

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It contains an investigation pro forma, candidate brief, candidate review and an assessor observation checklist. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

## **National Unit Specification: support notes**

### **UNIT      Health Sector: An Introduction (Intermediate 1)**

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

This Unit has been designed as a mandatory Unit of the Intermediate 1 Health Sector Course and has been designed to be taken as part of that Course. It can also be taken as a freestanding Unit. It is suitable for candidates who have no previous experience.

The Unit introduces candidates to the health sector and explores its diversity. Candidates will learn about the range of provision and the extensive services provided by the health sector. Candidates will participate in practical activities which will help to develop knowledge and understanding of health sector environments.

The Unit also focuses on the employability skills and attitudes identified as being those most valued by employers. Candidates will be given the opportunity to reflect on and evaluate their own employability skills and record their progress throughout the Unit.

The health sector includes the National Health Service (NHS) (primary and secondary care), independent healthcare, complementary therapies, the life sciences and retail pharmaceutical industries and the community and voluntary sector.

Where this Unit is being taken as part of the Intermediate 1 Health Sector Course, candidates would be expected to demonstrate, review and evaluate their employability skills throughout the Course.

#### **Outcome 1**

This Outcome is intended to provide a basic introduction to give candidates a broad overview of the health sector and the range of types of provision and services therein.

While investigating the range of provision and services within the health sector it is important that candidates are taught that the health sector is used by everyone and provides a vast range of services from research into the causes of disease, through to prevention, diagnosis, treatment and health promotion.

The investigation will be recorded in a candidate folio and include all Performance Criteria specified. It is important that candidates learn to organise and present their findings as these can be transferred to other contexts. The folio could be produced in a variety of formats eg a presentation, display, poster or leaflet. The types of provision, range of services and users is provided within the Evidence Requirements.

## National Unit Specification: support notes (cont)

### UNIT Health Sector: An Introduction (Intermediate 1)

#### Outcome 2

This Outcome is intended to provide candidates with opportunities to demonstrate specified employability skills and attitudes within practical activities. The employability skills highlighted in Outcome 2 have been identified as being particularly relevant to the health sector. The practical activities throughout the Unit provide opportunities for candidates to practise and develop employability skills in relation to their attitude to learning and the workplace and respect and consideration for others. Opportunities will arise for the teacher/lecturer to observe and provide constructive feedback to candidates on how they conduct themselves and perform in relation to the practical activities. Candidates should demonstrate a willingness to listen to and respond to feedback. Candidates should be encouraged to examine personal values in relation to equality and diversity.

Candidates should develop an awareness of appropriate language and attitudes in relation to equality and diversity. This includes body language and non verbal communication.

Candidates need to be given opportunities to exhibit the employability skills in practical contexts.

Examples of relevant practical activities could include:

- ◆ hand decontamination — six step handwashing technique
- ◆ decontamination of surfaces
- ◆ decontamination of equipment
- ◆ putting on, removing and disposing of an item of Personal Protective Equipment — gloves, apron, gown, goggles, visor, mask
- ◆ taking and recording a physiological measurement — pulse, blood pressure, height, weight, temperature, body mass index
- ◆ role play — making an appointment in a hospital or GP surgery
- ◆ risk assessment in relation to infection control — lone working, access for people with disabilities, work station

#### Outcome 3

This Outcome is intended to give candidates the opportunity to review and evaluate their performance in specified employability skills. They will be expected to take responsibility for improving their performance by identifying areas for improvement through self evaluation and taking feedback from others. This should include setting goals and evaluation of achieving these goals over a set period of time. These skills and attitudes will help to improve candidate's employability as they are transferable to other vocational areas.

#### Employability Skills

Candidates will be required to review and evaluate the following employability skills:

- ◆ positive attitude to learning and the workplace
- ◆ self respect and respect and consideration for others
- ◆ willingness to listen to others and respond constructively to feedback

## National Unit Specification: support notes (cont)

### UNIT Health Sector: An Introduction (Intermediate 1)

- ◆ awareness of equality and diversity
- ◆ understanding of roles and responsibilities in the workplace
- ◆ willingness to contribute to team work
- ◆ awareness of health and safety
- ◆ awareness of the importance of maintaining confidentiality
- ◆ reflecting on own abilities
- ◆ ability to follow instructions
- ◆ awareness of infection control procedures
- ◆ awareness of organisational standards for appearance and behaviour
- ◆ understanding of care values
- ◆ awareness of organisational standards for quality

These skills can be practised, reviewed and evaluated in real or simulated workplace environments, role play and individual or group classroom activities. When this Unit is being taken as part of the Intermediate 1 Health Sector Course, opportunities will arise to practise, review and evaluate employability skills, for example by carrying out the following activities:

- ◆ contribute to a group presentation and take part in a practical activity in the Unit Health Sector: Health Awareness (Intermediate 1)
- ◆ carry out an investigation and take part in a practical activity in the Unit Health Sector: Life Sciences Industry (Intermediate 1)
- ◆ carry out an investigation and participate in a role play in the Unit Health Sector: Roles and Responsibilities (Intermediate 1)
- ◆ take part in practical activities in the Unit Health Sector: *Working Safely (Intermediate 1)*

### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

#### Outcome 1

Candidates must identify and describe a range of provision and services within the health sector. This will be in the form of an investigation. The investigation will require candidates to gather information from a variety of sources. This could include:

- ◆ visiting speakers
- ◆ internet
- ◆ library
- ◆ health boards
- ◆ GP surgery
- ◆ local clinics
- ◆ interviews with workers in the health sector
- ◆ workplace visits

## National Unit Specification: support notes (cont)

### UNIT Health Sector: An Introduction (Intermediate 1)

It may be beneficial for candidates to work in groups and share information although the final investigation must be the candidate's own work. Candidates should discuss and agree with the teacher/lecturer a suitable format for presenting the information. Initial discussions can be carried out in groups and whole class expositions. There is the opportunity for candidates to practise and develop skills of verbal and non verbal communication, planning and respect and consideration for others. The language and materials used throughout should promote equality and diversity and avoid cultural stereotypes.

#### Outcome 2

Teacher/lecturer input and discussion will be required on the employability skills and attitudes candidates will be demonstrating in practical activities. Visiting speakers could provide valuable input into how these employability skills are applied in the health sector. Candidates should be given opportunities to practise the key employability skills of:

- ◆ positive attitude to learning and the workplace
- ◆ self respect and respect and consideration for others
- ◆ willingness to listen to others and respond constructively to feedback
- ◆ awareness of equality and diversity

#### Outcome 3

Candidates should be encouraged to use the SMART model when setting personal goals ie they should be specific, measurable, attainable, realistic, time-bound. Where this Unit is being taken as part of the Intermediate 1 Health Sector Course opportunities to practice employability skills should occur naturally throughout the Course.

Delivery of this Unit could incorporate a variety of teaching and learning methods including:

- ◆ teacher/lecturer presentations
- ◆ group work and discussions
- ◆ handouts
- ◆ visiting speakers
- ◆ workplace visits
- ◆ practical activities
- ◆ individual and group research
- ◆ internet searches
- ◆ reflection

## National Unit Specification: support notes (cont)

### UNIT Health Sector: An Introduction (Intermediate 1)

#### OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will be involved in an investigation and self evaluation and review of employability skills. There may be opportunities for candidates to work with others which would enable them to develop effective communication and interpersonal skills. Candidates will have opportunities to develop oral communication skills in seeking and responding to feedback from others in the review and evaluation of their employability skills. Candidates have to take responsibility for their own performance in the investigation and in the review and evaluation of their employability skills. This may allow them to develop the three components activities of *Problem Solving* — Critical Thinking, Planning and Organising, and Reviewing and Evaluating. If the candidate uses a computer while undertaking any part of this Unit, they will have the opportunity to develop Information Technology skills.

#### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

If candidates are taking this Unit as a freestanding Unit, centres must ensure that they are given the opportunity to develop the specified employability skills over a period of time in relevant practical activities.

When this Unit is being delivered as part of the Intermediate 1 Health Sector Course, it would be appropriate for Outcome 1 to be assessed at the beginning of the Course, and for Outcomes 2 and 3 to be assessed throughout the Course so that candidates have the opportunity to practise and develop the relevant employability skills. The candidate reviews should be carried out at appropriate points during the Course so that candidates can practise the relevant skills and set personal goals.

#### Outcome 1

The folio should be discussed by the candidate and the teacher/lecturer at an appropriate point to authenticate that it is the candidate's own work. A record of this discussion should be retained.

#### Outcome 2

Performance evidence for Outcome 2 will be based on two practical activities, which must be observed. Where this Unit is being taken as part of the Intermediate 1 Health Sector Course, the assessment for the key employability skills should be integrated within practical activities throughout the Course.

#### Outcome 3

Feedback from others will be in the form of feedback from the teacher/lecturer on **two** occasions, and another person on **one** occasion. The other person could be a candidate, health worker or placement supervisor, who has observed the candidate.

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It contains an investigation pro forma, candidate brief, candidate review and an assessor observation checklist. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

## **National Unit Specification: support notes (cont)**

### **UNIT        Health Sector: An Introduction (Intermediate 1)**

#### **Opportunities for the use of 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 communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

#### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).



## National Unit Specification: general information

**UNIT** Health Sector: Roles and Responsibilities (Intermediate 1)

**CODE** F58R 10

### SUMMARY

This Unit has been designed as a mandatory Unit of the Intermediate 1 Health Sector Course but can also be taken as a freestanding Unit. It is suitable for candidates who have no previous experience of the health sector.

The Unit introduces candidates to the range and diversity of careers in the health sector. The Unit will also introduce candidates to the nature and importance of working in a multidisciplinary team. Candidates will learn about the importance of care values within the health sector and will participate in a practical activity which will enable them to demonstrate these in a health sector context.

The health sector includes the National Health Service (NHS) (primary and secondary care), independent healthcare, complementary therapies, the life sciences and retail pharmaceutical industries and the community and voluntary sector.

### OUTCOMES

- 1 Investigate a range of roles and career pathways in the health sector.
- 2 Investigate a multidisciplinary team and explain its purpose.
- 3 Identify a range of care values for the health sector and explain their importance.
- 4 Demonstrate care values in an interaction within a health sector environment.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

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#### Administrative Information

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## **National Unit Specification: general information (cont)**

**UNIT**      Health Sector: Roles and Responsibilities (Intermediate 1)

### **CREDIT VALUE**

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

There is no automatic certification of Core Skills in this Unit. Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches* for this Unit.

## **National Unit Specification: statement of standards**

### **UNIT      Health Sector: Roles and Responsibilities (Intermediate 1)**

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.

#### **OUTCOME 1**

Investigate a range of roles and career pathways in the health sector.

##### **Performance Criteria**

- (a) Identify job roles from a range of provision in the health sector.
- (b) Describe the responsibilities of identified job roles.
- (c) Identify and describe career pathways for identified job roles.
- (d) Identify and describe the training, qualifications and experience required for identified job roles.

#### **OUTCOME 2**

Investigate a multidisciplinary team and explain its purpose.

##### **Performance Criteria**

- (a) Identify the members of a multidisciplinary team in the health sector.
- (b) Explain the purpose of the multidisciplinary team.
- (c) Identify a range of services provided by the multidisciplinary team.
- (d) Explain the benefit of a multidisciplinary approach for specified users.

#### **OUTCOME 3**

Identify a range of care values for the health sector and explain their importance.

##### **Performance Criteria**

- (a) Identify a range of care values in the health sector.
- (b) Explain how care values protect the rights of users.
- (c) Explain how care values are promoted in the health sector.

#### **OUTCOME 4**

Demonstrate care values in an interaction within a health sector environment.

##### **Performance Criteria**

- (a) Open the interaction in a positive and helpful manner.
- (b) Establish user needs using active listening, questioning, summarising and reflecting.
- (c) Respond to needs demonstrating identified care values.
- (d) Conclude the interaction according to organisational guidelines.

## National Unit Specification: statement of standards (cont)

### UNIT Health Sector: Roles and Responsibilities (Intermediate 1)

#### EVIDENCE REQUIREMENTS FOR THIS UNIT

Written and/or recorded oral evidence and performance evidence which covers all Outcomes and Performance Criteria is required for this Unit.

#### Outcome 1 — Written and/or Oral evidence

Evidence for Outcome 1 will be gathered in open-book conditions at appropriate points in the Unit. Evidence will be gathered in a candidate folio.

Candidates will investigate a range of roles and career pathways in the health sector. Candidates will be given a brief for the investigation.

Candidates are required to:

- ◆ identify **one** job role from **three** types of provision in the health sector
- ◆ describe **three** main responsibilities of **each** of the identified job roles
- ◆ identify and describe **one** possible career pathway for **each** identified job role
- ◆ identify and describe the training, qualifications and experience required for **each** identified job role

Candidates must organise and present findings in an appropriate format. A template for the investigation will be provided.

The provision will be selected from the range below:

- ◆ National Health Service — primary care
- ◆ National Health Service — secondary care
- ◆ independent healthcare
- ◆ complementary therapies
- ◆ life sciences industry
- ◆ retail pharmaceutical industry
- ◆ community and voluntary sector

#### Outcome 2 — Written and/or oral evidence

Evidence for Outcome 2 will be gathered in open-book conditions at appropriate points throughout the Unit. Candidates will investigate a multidisciplinary team in the health sector. The team to be investigated will be negotiated and agreed with the teacher/lecturer. Evidence will be gathered in a candidate folio. Candidates will be given a brief for the investigation.

Candidates are required to:

- ◆ identify **five** members of **one** multidisciplinary team
- ◆ explain the purpose of the identified multidisciplinary team
- ◆ identify **three** services provided by the identified multidisciplinary team
- ◆ explain **one** benefit of the multidisciplinary approach for **two** users

## National Unit Specification: statement of standards (cont)

### UNIT Health Sector: Roles and Responsibilities (Intermediate 1)

The services will be selected from the range below:

- ◆ research and development
- ◆ scientific and technical
- ◆ screening
- ◆ diagnosis
- ◆ care and treatment
- ◆ prevention of ill health and health promotion
- ◆ maintenance of health
- ◆ management, administrative and support services

The users will be selected from the range below:

- ◆ patients
- ◆ customers
- ◆ relatives/carers
- ◆ doctors
- ◆ dentists
- ◆ pharmacists
- ◆ nurses
- ◆ Allied Health Professions
- ◆ ancillary and support staff

Candidates must organise and present findings in an appropriate format. A template for the investigation will be provided.

Examples of multidisciplinary teams are provided in the support notes.

#### Outcome 3 — Written and/or Oral Evidence

Evidence for Outcome 3 will be gathered at an appropriate point in the Unit. Evidence will be gathered under supervision in open-book conditions with candidates having access to notes.

Candidates are required to:

- ◆ identify **three** care values in the health sector
- ◆ explain **one** way in which care values protect the rights of users
- ◆ explain **one** way in which care values are promoted in the health sector

Examples of the care values appropriate to the health sector are provided in the support notes.

#### Outcome 4 — Performance Evidence of a Practical Activity

Candidates will demonstrate the achievement of all Performance Criteria during a practical activity. Candidates will be provided with a scenario in which they can:

- ◆ open the interaction in a positive and helpful manner

## National Unit Specification: statement of standards (cont)

### UNIT Health Sector: Roles and Responsibilities (Intermediate 1)

- ◆ establish user needs using active listening, questioning, summarising and reflecting
- ◆ respond to the needs demonstrating **two** identified care values
- ◆ conclude the interaction according to organisational guidelines

Throughout the interaction candidates must use appropriate language in relation to equality and diversity. This includes body language and non-verbal communication. Candidates must maintain a positive attitude throughout the interaction.

An assessor observation checklist must be used to support the performance evidence.

The practical activity will be carried out either in a real or simulated health sector environment. Further guidance on an appropriate practical activity can be found in the support notes.

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It contains investigation pro formas with an accompanying brief, a series of structured questions and an assessor observation checklist. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

## National Unit Specification: support notes

### UNIT Health Sector: Roles and Responsibilities (Intermediate 1)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit has been designed as a mandatory Unit of the Intermediate 1 Health Sector Course but can also be taken as a freestanding Unit. It is suitable for candidates who have no previous experience of the health sector.

The Unit introduces candidates to the range and diversity of careers in the health sector. The Unit introduces candidates to the nature and importance of working in a multidisciplinary team. Candidates will be given the opportunity to learn about care values and will demonstrate these in a practical context. Much of the work for this Unit will be done through candidate research. This will encourage the development of skills such as time management, information retrieval and research skills.

The health sector includes the National Health Service (NHS) (primary and secondary care), independent healthcare, complementary therapies, the life sciences and retail pharmaceutical industries and the community and voluntary sector.

#### Outcome 1

This Outcome is intended to provide candidates with a broad overview of the range and diversity of careers and career pathways in the health sector. Candidates will develop a broad understanding of job roles. Candidates should explore the range of contexts for a job role, which reflect the diversity of the health sector eg a pharmacist could work in a hospital, a community, the life sciences industry, the retail sector or a private practice. The range of provision is specified within the Evidence Requirements.

Where the Unit is being taken as part of the Intermediate 1 Health Sector Course, candidates will further develop their knowledge and understanding of the health sector gained in Outcome 1 of the Unit *Health Sector: An Introduction (Intermediate 1)*. Candidates will have gained knowledge of the different types of provision and the services provided in that Unit.

The investigation will be recorded in a candidate folio and include all Performance Criteria specified. If doing this Unit as part of the Intermediate 1 Health Sector Course candidates will have developed skills on how to carry out an investigation and how to organise and present their findings in Outcome 1 of the Unit *Health Sector: An Introduction (Intermediate 1)*.

The folio could be produced in a variety of formats eg a presentation which could be in an electronic format, display, poster or leaflet. The language and materials used throughout should promote equality and diversity and avoid cultural stereotypes. Candidates should be encouraged to identify ways in which their folio or presentation of information reflects and promotes equality and diversity.

## National Unit Specification: support notes (cont)

### UNIT Health Sector: Roles and Responsibilities (Intermediate 1)

This could include the use of signs, symbols, pictures etc. Where information is presented orally, candidates should ensure that the audience can hear the presentation and see any visual aids, to ensure equality.

#### Outcome 2

This Outcome is intended to provide an introduction to the purpose of multidisciplinary teams within the health sector and the benefits they bring. A multidisciplinary team is a group of people from different disciplines (both healthcare and non-healthcare) who work together to provide care for patients with a particular condition. Candidates should be made aware that the exact composition of multidisciplinary teams will vary according to many factors. These factors can include the following: specific condition, the scale of the service being provided, and geographical/socio-economic factors in the local area.

A multidisciplinary team could include specialist doctors, surgeons, specialist nurses, physiotherapists, occupational therapists, psychologists, dieticians and many others. Centres could use the concept of the ‘patient journey’ as a way of teaching candidates about multidisciplinary teams. The patient journey is the pathway through the health services taken by the patient. It involves a wide range of people, from administrators and support staff to consultants. As such it will help candidates identify who makes up the multidisciplinary team.

The investigation will be recorded in a candidate folio and include all Performance Criteria specified.

#### Outcome 3

This Outcome is intended to provide an insight into care values in the health sector and how they underpin codes of conduct for professional staff groups working in the health sector. A value is defined as ‘that which is desirable and worthy for its own sake’. Care values in health care are based on the following:

- ◆ respecting the individual and their ability to make decisions with regard to their own health and future
- ◆ acting only to benefit the patient or others
- ◆ not harming the patient or others
- ◆ respect for confidentiality
- ◆ equality and diversity

It should be appreciated that this list is not exhaustive and there may be others which are applicable.

Equality is about creating a fairer society where everyone can participate and has the opportunity to fulfil their potential. Diversity is about creating a culture and practices that recognise, respect, value and harness difference for the benefit of patients and staff. Central to equality and diversity is acceptance of and respect for others. It involves treating everyone equally and in ways that respects diversities and differences. Candidates should be made aware that these care values are translated into codes of conduct for particular professions and groups of workers in the health sector. Working to a code of conduct protects, promotes and maintains the health and safety of the public.

## National Unit Specification: support notes (cont)

### UNIT Health Sector: Roles and Responsibilities (Intermediate 1)

Evidence for this Outcome could be recorded in response to a series of questions with candidates having access to notes.

#### Outcome 4

This Outcome is intended to provide candidates with opportunities to demonstrate specified employability skills and identified care values within a practical activity. Throughout the activity candidates are required to use appropriate language and attitudes in relation to equality and diversity. This includes body language and non-verbal communication. The practical activity will allow candidates to generate evidence for the following employability skills:

- ◆ positive attitude to learning and the workplace
- ◆ self respect and respect and consideration for others
- ◆ willingness to listen to others and respond constructively to feedback
- ◆ awareness of equality and diversity
- ◆ understanding of roles and responsibilities in the workplace
- ◆ awareness of the importance of maintaining confidentiality
- ◆ understanding of care values
- ◆ awareness of organisational standards for quality

Examples of relevant practical activities could include:

- ◆ responding to a request for an appointment in hospital or GP surgery
- ◆ responding to a request for information about follow up treatment after discharge from hospital
- ◆ responding to a request for information from a patient's relative

#### Employability Skills

In this Unit candidates will generate evidence for the following employability skills:

- ◆ positive attitude to learning and the workplace
- ◆ self respect and respect and consideration for others
- ◆ willingness to listen to others and respond constructively to feedback
- ◆ awareness of equality and diversity
- ◆ understanding of roles and responsibilities in the workplace
- ◆ awareness of the importance of maintaining confidentiality
- ◆ understanding of care values
- ◆ awareness of organisational standards for quality

Although not directly assessed in this Unit, there are also opportunities to develop the following employability skills:

- ◆ reflecting on own abilities
- ◆ willingness to contribute to team work
- ◆ ability to follow instructions
- ◆ awareness of organisational standards for appearance and behaviour

## National Unit Specification: support notes (cont)

### UNIT Health Sector: Roles and Responsibilities (Intermediate 1)

These skills can be practised in real or simulated workplace environments, role play and individual or group classroom activities.

#### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

##### Outcome 1

Candidates must identify a range of job roles and career pathways within the health sector. This will be in the form of an investigation. The investigation will require candidates to gather information from a variety of sources. This could include:

- ◆ visiting speakers
- ◆ Internet
- ◆ library
- ◆ careers advisors
- ◆ College and University prospectuses
- ◆ interviews with workers in the health sector
- ◆ workplace visits

It may be beneficial for candidates to work in groups and share information although the final investigation must be the candidate's own work. Candidates should discuss and agree with the teacher/lecturer a suitable format for presenting the information. Initial discussions can be carried out in groups and whole class expositions. There is the opportunity for candidates to practise and develop skills of verbal and non verbal communication, planning and respect and consideration for others. The format and presentation of the information may allow candidates to develop an awareness of issues relating to equality and diversity.

##### Outcome 2

Candidates must identify the members of a specific multidisciplinary team and explain the purpose of that multidisciplinary team. Candidates must also identify a range of services provided by the team and identify a benefit for two users. Evidence could be presented in the form of a diagram illustrating the multidisciplinary team's involvement throughout a patient journey. The following are examples of the beginning of patient journeys:

- ◆ an accident resulting in a broken leg
- ◆ a planned admission for minor surgery, such as a tonsillectomy
- ◆ a sudden onset of illness requiring hospital admission, such as appendicitis
- ◆ a new baby in a family until the age of three
- ◆ a terminally ill patient being cared for in their own home
- ◆ a young person being diagnosed with asthma

Candidates should be made aware that the multidisciplinary team is involved throughout that journey but individual roles and responsibilities will change according to the stage of the patient's condition or development.

## **National Unit Specification: support notes (cont)**

### **UNIT Health Sector: Roles and Responsibilities (Intermediate 1)**

The health needs of patients differ as they move through their journey. Visiting speakers and workplace visits can provide valuable insight into the benefits of a multidisciplinary approach. Candidates should be encouraged to work in groups and share information.

#### **Outcome 3**

Teacher/lecturer input and discussion will be required on care values in the health sector. It should be stressed that the purpose of having an agreed set of care values is to safeguard patients and others at all times. Visiting speakers could provide useful input into how these care values are applied in the health sector. Discussions and debates within the class could highlight the vulnerability of patients in relation to their health and the need for trusting relationships with those who work in the health sector.

Debate and discussion could focus on scenarios which present a range of issues such as consent and confidentiality in the health sector. Examples might include a patient refusing to have a blood transfusion for religious reasons, a terminally ill patient who wishes to discontinue chemotherapy, a female patient who wishes to be treated by a doctor of the same gender for religious and cultural reasons.

Candidates could be encouraged to develop a code of conduct for the class group which reflects care values in the health sector. This could include appropriate behaviour for different situations such as health and safety issues on workplace visits, respecting confidentiality with visiting speakers and how to respect and respond to cultural differences.

#### **Outcome 4**

There are opportunities to integrate the teaching of Outcomes 3 and 4. The knowledge and skills gained in Outcome 3 can be demonstrated in the interaction in Outcome 4. Teacher/lecturer input and discussion will be required and teachers/lecturers should act as role models in the demonstration of care values and the promotion of equality and diversity. The use of role play and scenarios will help candidates develop an understanding of how to respond to patients in a simulated context.

Multimedia footage or feedback from teacher/lecturer or other candidates could be used as a review tool to assess candidate's responses and decide on the appropriateness of their actions. The use of role play will also help candidates to gain simulated experience of a range of health needs and job roles and responsibilities in relation to health. Consideration should be given to the emotional climate in interactions with patients and the effects of illness, stress and anxiety. The importance of confidentiality and non-judgemental attitudes should be stressed.

Visiting speakers could provide valuable insight into how these care values are applied in the health sector.

## National Unit Specification: support notes (cont)

### UNIT Health Sector: Roles and Responsibilities (Intermediate 1)

Delivery of this Unit could incorporate a variety of teaching and learning methods including:

- ◆ teacher/lecturer presentations
- ◆ group work and discussions
- ◆ handouts
- ◆ visiting speakers
- ◆ workplace visits
- ◆ practical activities
- ◆ individual and group research
- ◆ internet searches

### OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will be involved in an investigation and an interaction. There are opportunities within this Unit for candidates to work with others, which would enable them to develop effective communication and interpersonal skills. Candidates will have opportunities to develop oral communication skills during the interaction. If the candidate uses a computer while undertaking any part of this Unit they will have the opportunity to develop Information Technology skills.

### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Outcome 3 should be delivered before Outcome 4, so that candidates can gain knowledge before carrying out the practical activity. Outcome 4 should be assessed towards the end of the Unit.

#### Outcome 1

The evidence will be gathered in an individual folio of evidence which will include the following information:

- ◆ identification of **one** job role from **three** types of provision in the health sector
- ◆ description of **three** main responsibilities for **each** identified job roles
- ◆ description of a possible career pathway for **each** identified job role
- ◆ description of the training, qualifications and experience required for each identified job role

The evidence will be gathered in open-book conditions at appropriate points in the Unit.

#### Outcome 2

The evidence will be gathered in an individual folio of evidence which will include information on a multidisciplinary team. Candidates should be given a choice as to their preferred method of submission. Evidence could be presented in the following formats:

- ◆ written information
- ◆ diagrams or charts
- ◆ an electronic slide show
- ◆ multimedia presentation

## National Unit Specification: support notes (cont)

### UNIT Health Sector: Roles and Responsibilities (Intermediate 1)

#### Outcome 3

The evidence will be produced in supervised open-book conditions. The evidence will be produced by candidates on their own at an appropriate point in the Unit with candidates having access to relevant learning and teaching materials. Evidence could be gathered in response to a series of structured questions within a time limit of one hour.

#### Outcome 4

Performance evidence for Outcome 4 could be based on a role play, which should be observed by the assessor using an observation checklist. Observation should be based on a practical activity designed to allow candidates to demonstrate care values including confidentiality and respectful attitudes. Role play scenarios should cover a range of roles, responsibilities and functions within the health sector.

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It contains investigation pro formas with an accompanying brief, a series of structured questions and an assessor observation checklist. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

#### Opportunities for the use of 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 communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

#### CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).



## National Unit Specification: general information

**UNIT** Health Sector: Health Awareness (Intermediate 1)

**CODE** F598 10

### SUMMARY

This Unit has been designed as a mandatory Unit of the Intermediate 1 Health Sector Course, but can also be taken as a freestanding Unit. It is suitable for candidates who have no previous experience of the health sector.

This Unit will provide candidates with a basic introduction to the structure and functions of the main body systems. Through team working, candidates will provide advice in relation to the promotion of health.

Candidates will participate in a practical activity which will help to develop knowledge and skills in taking a physiological measurement.

The health sector includes the National Health Service (NHS) (primary and secondary care), independent healthcare, complementary therapies, the life sciences and retail pharmaceutical industries and the community and voluntary sector.

### OUTCOMES

- 1 Investigate the main body systems.
- 2 Participate in a practical activity which involves taking a physiological measurement.
- 3 Work as a member of a team to produce health promotion advice to a given brief.

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#### Administrative Information

**Superclass:** PA

**Publication date:** February 2009

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## **National Unit Specification: general information**

**UNIT**      Health Sector: Health Awareness (Intermediate 1)

### **RECOMMENDED ENTRY**

Entry is at the discretion of the centre.

### **CREDIT VALUE**

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

There is no automatic certification of Core Skills in this Unit. Opportunities for developing aspects of Core Skills are highlighted in Guidance on Learning and Teaching Approaches for this Unit.

## **National Unit Specification: statement of standards**

### **UNIT      Health Sector: Health Awareness (Intermediate 1)**

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.

#### **OUTCOME 1**

Investigate the main body systems.

##### **Performance Criteria**

- (a) Identify the main body systems.
- (b) Identify the major components of the main body systems.
- (c) Identify the locations of the major components of the main body systems.
- (d) Describe the function of the main body systems.

#### **OUTCOME 2**

Participate in a practical activity which involves taking a physiological measurement.

##### **Performance Criteria**

- (a) Arrive on time and dressed appropriately.
- (b) Select the appropriate equipment for the activity.
- (c) Follow instructions provided.
- (d) Comply with health and safety procedures throughout the activity.
- (e) Record findings according to organisational standards.

#### **OUTCOME 3**

Work as a member of a team to produce health promotion advice to a given brief.

##### **Performance Criteria**

- (a) Contribute constructively to group discussions to agree the topic and format of the health promotion advice.
- (b) Agree roles and responsibilities for each member of the team.
- (c) In an agreed role, contribute constructively to the production of the health promotion advice.
- (d) Review and evaluate own contribution, taking account of feedback from others.

## National Unit Specification: statement of standards (cont)

**UNIT** Health Sector: Health Awareness (Intermediate 1)

### EVIDENCE REQUIREMENTS FOR THIS UNIT

Written and/or recorded oral evidence and performance evidence which covers all Outcomes and Performance Criteria is required for this Unit.

#### Outcome 1 — Written and/or Oral evidence

Evidence for Outcome 1 will be gathered at an appropriate point during the Unit. Evidence will be gathered under supervision in open-book conditions.

Candidates are required to demonstrate that they can:

- ◆ identify **three** main body systems
- ◆ identify **three** major components of **three** body systems
- ◆ identify the location of **one** major component from each of **three** body systems
- ◆ describe the function of **three** body systems

#### Outcome 2 — Performance Evidence of a Practical Activity

Candidates will demonstrate the achievement of all Performance Criteria during a practical activity.

Candidates are required to:

- ◆ arrive on time and dressed appropriately
- ◆ select the appropriate equipment for the activity
- ◆ follow instructions provided
- ◆ comply with all health and safety procedures throughout the activity
- ◆ record findings according to organisational guidelines

An assessor observation checklist must be used to support the performance evidence.

The practical activity will be carried out either in a real or simulated health sector environment. Further guidance on an appropriate practical activity can be found in the support notes.

#### Outcome 3 — Performance and written/oral evidence

Candidates will be required to participate as part of a team to produce health promotion advice to a given brief.

Candidates are required to:

- ◆ contribute constructively to the group planning discussions
- ◆ agree roles and responsibilities for each member of the team
- ◆ contribute constructively to the production of the health promotion advice in an agreed role

An assessor observation checklist must be used to support the performance evidence for Performance Criteria (a), (b) and (c).

## **National Unit Specification: statement of standards (cont)**

### **UNIT**      Health Sector: Health Awareness (Intermediate 1)

For Performance Criterion (d) candidates are required to produce written/oral evidence to:

- ◆ review and evaluate own contribution, taking account feedback of others

Evidence will be gathered in supervised open-book conditions.

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It contains a candidate brief, a series of structured questions and assessor observation checklist. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

## National Unit Specification: support notes

### UNIT Health Sector: Health Awareness (Intermediate 1)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit has been designed as a mandatory Unit of the Intermediate 1 Health Sector Course, but can also be taken as a freestanding Unit. It is suitable for candidates who have no previous experience of the health sector.

This Unit will provide candidates with a basic introduction to the structure and functions of the main body systems. Through team working, candidates will provide advice in relation to the promotion of health.

Candidates will participate in a practical activity which will help to develop knowledge and skills in taking a physiological measurement.

The health sector includes the National Health Service (NHS) (primary and secondary care), independent healthcare, complementary therapies, the life science and retail pharmaceutical industries and the community and voluntary sector.

#### Outcome 1

This Outcome is intended to provide candidates with a broad understanding of the structure and function of the main body systems. Candidates should be made aware of the main body systems, major components and main functions, which are listed below:

##### Respiratory system

Structure — nose, trachea, lungs, diaphragm

Function — breathing

##### Cardio-vascular system

Structure — heart, arteries, veins, capillaries

Function — circulation of blood

##### Musculo-skeletal system

Structure — bones, joints, cartilage and muscle

Function — bone growth and repair, joint movement

##### Nervous system

Structure — brain, spinal cord, nerves

Function — senses sight hearing taste smell etc

##### Digestive system

Structure — mouth, oesophagus, stomach, small and large bowel, liver and gall bladder

Function — digestion, absorption, elimination

## National Unit Specification: support notes (cont)

### UNIT Health Sector: Health Awareness (Intermediate 1)

#### Endocrine System

Structure — pituitary gland, thyroid gland, adrenal glands, pancreas, ovaries/testes

Function — production of hormones

Candidates should be able to identify and locate the major components.

#### Outcome 2

This Outcome is intended to provide candidates with opportunities to demonstrate specified employability skills within a practical activity. The physiological measurement could relate to a body system in Outcome 1. Teachers/lecturers must ensure that the dignity and privacy of all individuals are respected when candidates are carrying out practical activities. The practical activity will have to be risk assessed by a competent person to ensure that all Health and Safety requirements are complied with. Teachers/lecturers must also ensure that candidates comply with infection control guidelines and protocols.

Examples of relevant practical activities could include:

- ◆ measurement of temperature, pulse, respiration
- ◆ measurement of blood pressure
- ◆ measurement of height, weight, body mass index
- ◆ sight tests, hearing tests, pupil response, reflexes, balance and co-ordination

#### Employability Skills

In this Unit candidates will generate evidence for the following employability skills:

- ◆ self respect and respect and consideration for others
- ◆ willingness to listen to others and respond constructively to feedback
- ◆ understanding of roles and responsibilities in the workplace
- ◆ willingness to contribute to team work
- ◆ reflecting on own abilities
- ◆ ability to follow instructions
- ◆ awareness of organisational standards for appearance and behaviour
- ◆ awareness of organisational standards for quality

Although not directly assessed in this Unit, there are also opportunities to develop the following employability skills:

- ◆ positive attitude to learning and the workplace
- ◆ awareness of equality and diversity
- ◆ awareness of health and safety
- ◆ awareness of the importance of maintaining confidentiality
- ◆ awareness of infection control procedures
- ◆ understanding of care values

These skills can be practised in real or simulated workplace environments.

## **National Unit Specification: support notes (cont)**

### **UNIT      Health Sector: Health Awareness (Intermediate 1)**

#### **Outcome 3**

This Outcome is intended to provide candidates with an opportunity to work in a group to produce health promotion advice. The advice produced could relate to one of the body systems studied in Outcome 1. Examples of relevant health promotion topics are listed below:

- ◆ safety in the sun
- ◆ effects of smoking
- ◆ effects of alcohol
- ◆ healthy eating
- ◆ benefits of regular exercise
- ◆ benefits of immunisation
- ◆ mental health and well-being

### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

#### **Outcome 1**

Candidates should be introduced to the main body systems using a variety of teaching materials including anatomical models, illustrations, computer simulations and multimedia presentations.

Candidates are required to identify and locate the components of the main body systems and are not expected to have an in-depth knowledge of anatomy.

#### **Outcome 2**

Experiential learning is the main approach recommended for this Outcome. This involves learning through practical experiences and activities. The activities should be undertaken in a real or simulated work environment. The teacher/lecturer should provide a demonstration on the safe and correct method of using equipment prior to candidates undertaking any practical activity. Candidates should be introduced to the accepted methods of recording measurements in relation to physiology.

#### **Outcome 3**

Candidates should be given a brief from the teacher/lecturer to facilitate their research to ensure they gather the correct information required. The information could be gathered from a variety of sources including:

- ◆ health promotion websites
- ◆ health promotion leaflets
- ◆ interviews with community health practitioners
- ◆ visiting speakers

## National Unit Specification: support notes (cont)

### UNIT Health Sector: Health Awareness (Intermediate 1)

Delivery of this Unit could incorporate a variety of teaching and learning methods including:

- ◆ teacher/lecturer presentations and demonstrations
- ◆ group work and discussions
- ◆ handouts
- ◆ visiting speakers
- ◆ workplace visits
- ◆ practical activities
- ◆ individual and group research
- ◆ internet searches
- ◆ interviews with health professionals/patients/relatives

Teachers/lecturers should stress to candidates when producing the health promotion advice, that individuals have the right to make informed choices and manage potential risks in relation to their own personal health and well-being. Sensitivity and non judgemental attitudes in the content and language used should be encouraged.

### OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will be involved in a group activity and a practical activity. There will be opportunities for candidates to work with others which could enable them to develop effective communication and interpersonal skills. There may be opportunities for candidates to develop the Core Skill of *Working with Others* as they plan and carry out an activity as part of a group. If the candidate uses a computer while undertaking any part of this Unit, they will have the opportunity to develop Information Technology skills.

### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

#### Outcome 1

The evidence will be produced in supervised open conditions. The evidence will be produced by candidates on their own at an appropriate point during the Unit. Evidence could be gathered in response to a series of structured questions within a time limit of one hour.

#### Outcome 2

Performance evidence for Outcome 2 should be based on a practical activity, specified by the teacher/lecturer, which must be observed using an observation checklist.

Candidates should be given the opportunity to practise the skills before being assessed.

## National Unit Specification: support notes (cont)

### UNIT Health Sector: Health Awareness (Intermediate 1)

#### Outcome 3

The process by which the advice is produced is the important part of this Outcome — the final product is not assessed. Each group will decide the format of their finished product and each candidate must contribute to the final product as part of the process.

Performance evidence for Outcome 3 PC (a), (b) and (c) will be based on observation of each team member's ability to work cooperatively. An assessor observation checklist must be used to support the performance evidence.

For Performance Criterion (d) candidates are required to produce written/oral evidence.

When this Unit is being taken as part of the Intermediate 1 Health Sector Course, opportunities will arise for the candidate to review and evaluate their own contribution as part of the review process in Outcome 3 of the Unit *Health Sector: An Introduction (Intermediate 1)*.

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It contains a candidate brief, a series of structured questions and an assessor observation checklist. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

#### Opportunities for the use of 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 communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

#### CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).



## National Unit Specification: general information

**UNIT** Health Sector: Working Safely (Intermediate 1)

**CODE** F599 10

### SUMMARY

This Unit has been designed as a mandatory Unit of the Intermediate 1 Health Sector Course, but can also be taken as a freestanding Unit. It is suitable for candidates who have no previous experience of the health sector.

In this Unit candidates will carry out a risk assessment. Candidates will identify possible hazards and risks, including risks in relation to infection, in a setting within the health sector. Candidates will identify measures to minimise or eliminate these. This Unit will allow candidates to develop an awareness of their own responsibilities in maintaining a safe working environment.

Candidates will participate in a practical activity which will help develop knowledge and understanding of infection control measures.

The health sector includes the National Health Service (NHS) (primary and secondary care), independent healthcare, complementary therapies, the life sciences and retail pharmaceutical industries and the community and voluntary sector.

### OUTCOMES

- 1 Carry out a basic risk assessment to a given brief.
- 2 Demonstrate knowledge and understanding of the spread of infection and associated control measures in a health sector environment.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

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#### Administrative Information

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## **National Unit Specification: general information (cont)**

**UNIT** Health Sector: Working Safely (Intermediate 1)

### **CREDIT VALUE**

0.5 credit at Intermediate 1 (3 SCQF credit points at SCQF level 4\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

There is no automatic certification of Core Skills in this Unit. Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches* for this Unit.

## National Unit Specification: statement of standards

### UNIT Health Sector: Working Safely (Intermediate 1)

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.

#### OUTCOME 1

Carry out a basic risk assessment to a given brief.

##### Performance Criteria

- (a) Identify the main hazards present in a given setting within a health sector provision.
- (b) Identify the associated risks in the given setting.
- (c) Identify a way to minimise each associated risk in the given setting.

#### OUTCOME 2

Demonstrate knowledge and understanding of the spread of infection and associated control measures in a health sector environment.

##### Performance Criteria

- (d) Describe how infection can spread in a health sector environment.
- (e) Describe the personal responsibility of the individual in relation to preventing infection.
- (f) Identify a range of infection control measures in a health sector environment.
- (g) Demonstrate how the spread of infection can be prevented in a specified practical activity.

### EVIDENCE REQUIREMENTS FOR THIS UNIT

Written and or/recorded oral and performance evidence is required to ensure that the candidate has achieved all Outcomes and Performance Criteria.

#### Outcome 1 — Written/Oral evidence

Evidence for Outcome 1 will be gathered in open-book conditions at appropriate points in the Unit. Candidates will be provided with a brief specifying a setting in a provision within which the risk assessment will be carried out. The specified setting must be one which has known potential hazards associated with infection.

Candidates are required to:

- ◆ identify **three** hazards, **one** of which must be in relation to infection, in a specified setting within a provision
- ◆ identify **one** risk associated with each hazard
- ◆ identify **one** way to minimise **each** identified risk

## National Unit Specification: statement of standards (cont)

### UNIT Health Sector: Working Safely (Intermediate 1)

The provision will be selected from the range below:

- ◆ National Health Service — primary care
- ◆ National Health Service — secondary care
- ◆ independent healthcare
- ◆ complementary therapies
- ◆ life sciences industry
- ◆ retail pharmaceutical industry
- ◆ community and voluntary sector

The hazards in relation to infection will be selected from:

- ◆ contamination of surfaces and equipment
- ◆ clinical waste
- ◆ exposure to needles
- ◆ blood and body fluid spillages
- ◆ exposure to an infected person

The evidence for Outcome 1 must be presented in the form of a completed risk assessment. The risk assessment will be carried out in a real or simulated setting under supervision at an appropriate point in the Unit. Guidance on appropriate settings are provided in the support notes.

Candidates must organise and present findings in an appropriate format. A template for the risk assessment will be provided.

### Outcome 2 — Written/Oral and Performance Evidence

Written and/or oral evidence is required for Outcome 2 Performance Criteria (a), (b) and (c) and will be gathered under open-book, supervised conditions.

For Performance Criteria (a), (b) and (c), candidates are required to:

- ◆ describe **three** ways in which infection can spread in a health sector environment
- ◆ describe the personal responsibility of the individual in relation to preventing infection
- ◆ identify **one** measure to control infection for **each** way in which infection can spread

Further guidance on ways in which infection can spread and infection control measures are provided in the support notes.

Performance evidence is required for Performance Criterion (d). Candidates are required to:

- ◆ demonstrate how the spread of infection can be prevented in a specified practical activity

## **National Unit Specification: statement of standards (cont)**

### **UNIT**      Health Sector: Working Safely (Intermediate 1)

An assessor observation checklist must be used to support the performance evidence for Performance Criterion (d). Observation should be based on a practical activity.

Further guidance on appropriate practical activities can be found in the support notes.

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It contains a candidate brief, a risk assessment template, a series of structured questions and an assessor observation checklist. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

## National Unit Specification: support notes

### UNIT Health Sector: Working Safely (Intermediate 1)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 20 hours.

#### GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit has been designed as a mandatory Unit of the Intermediate 1 Health Sector Course, but can also be taken as a freestanding Unit. It is suitable for candidates who have no previous experience of the health sector.

In this Unit candidates will carry out a risk assessment. Candidates will identify possible hazards and risks, including risks relation to infection, in a setting within the health sector. Candidates will identify measures to minimise or eliminate these. This Unit will allow candidates to develop an awareness of their own responsibilities in maintaining a safe working environment.

Candidates will participate in a practical activity which will help develop knowledge and understanding of infection control measures.

The health sector includes the National Health Service (NHS) (primary and secondary care), independent healthcare, complementary therapies, the life sciences and retail pharmaceutical industries and the community and voluntary sector.

#### Outcome 1

Candidates will learn about risk assessments and why and how these are carried out. Candidates should be made aware of the difference between a hazard and a risk:

- ◆ a hazard is something with the potential to cause harm
- ◆ a risk is the likelihood of harm from a hazard

A common hazard in the health sector is the spread of infection. For infections to occur the person must be at risk of infection. The very young, the very old and those whose immune systems are weakened through illness or the effects of drugs and certain treatments are particularly vulnerable to infection.

The nature of the work carried out in the health sector, often involving invasive procedures, leaves staff and patients exposed to the risk of infection. Settings where staff and patients could be exposed to the risk of infection include: dental surgeries, accident and emergency units, hospital wards, operating theatres and treatment rooms. Equipment used in these settings needs to be manufactured and packaged in clean rooms — ie rooms that are scrupulously clean and free from contamination.

Candidates will learn how to carry out a basic risk assessment in a health setting. The risk assessment could be in relation to:

- ◆ access for people with disabilities
- ◆ lone working

## National Unit Specification: support notes (cont)

### UNIT Health Sector: Working Safely (Intermediate 1)

- ◆ work station
- ◆ infection control

Candidates will be given a brief specifying the type of provision, and the area within that provision, in which the risk assessment will be carried out. Candidates should use this information to identify potential hazards and risks including those in relation to the spread of infection. The range of hazards in relation to infection and types of provision is specified in the Evidence Requirements for Outcome 1.

#### Outcome 2

Candidates should be aware of the various ways that infection can be spread in a health sector environment. Infection by pathogenic microorganisms can cause a wide range of diseases. Infection control measures are designed to protect patients, visitors and workers in the health sector.

Ways in which infection can spread include:

- ◆ cross contamination (hands/clothes/equipment)
- ◆ droplet spread
- ◆ biomedical devices
- ◆ contamination of the environment

Infection control measures include:

- ◆ cleaning and disinfection of the environment
- ◆ cleanliness, decontamination and sterilisation of equipment
- ◆ hand hygiene
- ◆ management of spillages
- ◆ isolation of a patient in a single room
- ◆ management of sharps (needles, scalpels etc)

Candidates should be made aware of the personal responsibility of all workers in the health sector to comply with infection control measures which are designed to protect patients, staff and others in a health sector environment.

Examples of relevant practical activities which could be in a real or simulated environment could include:

- ◆ hand decontamination — six step handwashing technique
- ◆ decontamination of surfaces
- ◆ decontamination of equipment
- ◆ Putting on, removing and disposing of an item of Personal Protective Equipment — gloves, apron, gown, goggles, visor, mask
- ◆ dealing with a spillage of blood or body fluids

## **National Unit Specification: support notes (cont)**

### **UNIT      Health Sector: Working Safely (Intermediate 1)**

Centres must adhere to the relevant Health and Safety legislation when carrying out the practical activity. There are opportunities in this Outcome to build up an understanding of the workplace ethos and the behaviours and practices in relation to infection control required of employees in the health sector.

#### **Employability Skills**

In this Unit candidates will generate evidence for the following employability skills:

- ◆ understanding of roles and responsibilities in the workplace
- ◆ awareness of health and safety
- ◆ awareness of infection control procedures
- ◆ awareness of organisational standards for quality

Although not directly assessed in this Unit, there are opportunities to develop the following employability skills:

- ◆ positive attitude to learning and the workplace
- ◆ self respect and respect and consideration for others
- ◆ willingness to listen to others and respond constructively to feedback
- ◆ awareness of equality and diversity
- ◆ willingness to contribute to team work
- ◆ awareness of the importance of maintaining confidentiality
- ◆ reflecting on own abilities
- ◆ ability to follow instructions
- ◆ awareness of organisational standards for appearance and behaviour
- ◆ understanding of care values

These skills can be practised in real or simulated workplace environments and individual or group classroom activities.

### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

#### **Outcome 1**

As part of learning and teaching, a range of scenarios could be devised demonstrating hazards and risks within various types of provision in the health sector. Scenarios could focus on settings within the health sector such as dental surgeries, accident and emergency units, hospital wards, operating theatres and treatment rooms. The scenarios could be presented to candidates in the form of written descriptions, multimedia presentations, illustrations, computer simulations, real work environments and classroom mock ups. It is essential that candidates experience health and safety as an interactive process and delivery should be based on practical scenarios wherever possible.

Candidates could work in groups to identify hazards, and the associated risks, then decide how these risks could be minimised or prevented. This could be a useful way to prepare candidates for assessment.

## National Unit Specification: support notes (cont)

### UNIT Health Sector: Working Safely (Intermediate 1)

#### Outcome 2

The main approach to teaching and learning in this Outcome should be experiential. This involves learning through practical experiences and activities. Teacher/lecturer exposition will be required to establish key points of knowledge and understanding.

Workplace visits could provide an ideal opportunity to observe infection control measures being carried out in practice. An ultra violet light box could be used in the teaching of handwashing techniques.

The activities should be undertaken in a real or simulated work environment. The teacher/lecturer should provide a demonstration on the safe and correct method prior to candidates undertaking any practical activities. Delivery of this Unit could incorporate a variety of teaching and learning methods including:

- ◆ teacher/lecturer presentations and demonstrations
- ◆ group work and discussions
- ◆ handouts
- ◆ visiting speakers
- ◆ workplace visits
- ◆ practical activities
- ◆ individual and group research
- ◆ internet searches

#### OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will be involved in carrying out a risk assessment. This may allow them to develop the three component activities of *Problem Solving* — Critical Thinking, Planning and Organising and Reviewing and Evaluating, when preparing, planning, carrying out and reviewing the risk assessment. If the candidate uses a computer while undertaking any part of this Unit, they will have the opportunity to develop *Information Technology* skills.

#### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The Evidence Requirements are fully expressed in the mandatory section of this Unit Specification.

#### Outcome 1

Candidates will be supplied with a brief. The brief will specify the type of provision, and the area within that provision, within which the risk assessment will be carried out. The specified setting **must** include hazards associated with infection. Candidates are required to:

- ◆ identify **three** hazards, **one** of which must be in relation to infection, in a setting within a provision
- ◆ identify **one** risk associated with each hazard
- ◆ identify **one** way to minimise **each** identified risk

## National Unit Specification: support notes (cont)

### UNIT Health Sector: Working Safely (Intermediate 1)

Candidates should be supplied with an appropriate template to record the risk assessment. The risk assessment will be carried out in a real or simulated setting under supervision at an appropriate point in the Unit.

#### Outcome 2

It would be appropriate for Outcome 2 Performance Criteria (a), (b) and (c) to be assessed before Performance Criterion (d). The evidence for Performance Criteria (a), (b) and (c), will be generated under open-book, supervised conditions. Evidence could be gathered in response to a series of structured questions within a time limit of one hour. Candidates are required to:

- ◆ describe **three** ways in which infection can spread in a health sector environment
- ◆ describe the personal responsibility of the individual in relation to preventing infection
- ◆ identify **one** measure to control infection for **each** way in which infection can spread

For Outcome 2 Performance Criterion (d), candidates should be given the opportunity to practise the skills before being assessed. An observation checklist should be used when gathering evidence. Performance evidence for this assessment should be generated by participation in a practical activity under supervision either in a real or simulated health sector environment. Assessor observation checklists of performance evidence must be retained.

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It contains a candidate brief, a risk assessment template, a series of structured questions and an assessor observation checklist. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

#### Opportunities for the use of 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 communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

#### CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).



## National Unit Specification: general information

**UNIT** Health Sector: Life Sciences Industry (Intermediate 1)

**CODE** F59A 10

### SUMMARY

This Unit has been designed as a mandatory Unit of the Intermediate 1 Health Sector Course, but can also be taken as a freestanding Unit. It is suitable for candidates who have no previous experience of the health sector.

The Unit introduces candidates to the range of product types made by the life sciences industry and their application in the health sector.

Candidates will participate in a practical activity which will help to develop knowledge and skills in the correct use of a biomedical device.

The health sector includes the National Health Service (NHS) (primary and secondary care), independent healthcare, complementary therapies, the life sciences and retail pharmaceutical industries and the community and voluntary sector.

### OUTCOMES

- 1 Investigate a range of product types made by the life sciences industry.
- 2 Demonstrate the use of a biomedical device for a specified task.

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#### Administrative Information

**Superclass:** RH

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## **National Unit Specification: general information (cont)**

**UNIT** Health Sector: Life Sciences Industry (Intermediate 1)

### **RECOMMENDED ENTRY**

Entry is at the discretion of the centre.

### **CREDIT VALUE**

0.5 credit at Intermediate 1 (3 SCQF credit points at SCQF level 4\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

There is no automatic certification of Core Skills in this Unit. Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches* for this Unit.

## National Unit Specification: statement of standards

### UNIT Health Sector: Life Sciences Industry (Intermediate 1)

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.

#### OUTCOME 1

Investigate a range of product types made by the life sciences industry.

##### Performance Criteria

- (a) Identify the main product types made by the life sciences industry.
- (b) Describe the purpose of the main product types.
- (c) Identify and describe a product from one of the main product types.
- (d) Describe a benefit to users of a specified product.

#### OUTCOME 2

Demonstrate the use of a biomedical device for a specified task.

##### Performance Criteria

- (a) Select the correct biomedical device for the task to be undertaken.
- (b) Use the device following instructions.
- (c) Comply with health and safety requirements throughout the task.

#### EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence must be produced to demonstrate that all Outcomes and Performance Criteria have been met.

#### Outcome 1 — Written and/or oral evidence

Evidence for Outcome 1 will be gathered in open-book conditions at appropriate points throughout the Unit. Evidence will be gathered in a candidate folio.

Candidates will investigate a range of product types made by the life sciences industry. Candidates will be given a brief for the investigation.

Candidates are required to:

- ◆ identify **three** main product types
- ◆ describe the purpose of **each** identified product type
- ◆ identify **one** product and describe the main features of the identified product
- ◆ describe **one** benefit of the product for **two** users

## National Unit Specification: statement of standards (cont)

### UNIT Health Sector: Life Sciences Industry (Intermediate 1)

The product types are:

- ◆ biomedical devices
- ◆ diagnostic imaging devices
- ◆ drugs and pharmaceutical products

Examples of product types are given in the support notes.

The users will be selected from the range below:

- ◆ patients
- ◆ customers
- ◆ relatives/carers
- ◆ doctors
- ◆ dentists
- ◆ pharmacists
- ◆ nurses
- ◆ Allied Health Professions
- ◆ ancillary and support staff

Candidates must organise and present findings in an appropriate format. A template for the investigation will be provided.

#### **Outcome 2 — Performance Evidence of a Practical Activity**

Candidates will demonstrate the achievement of all Performance Criteria during a practical activity. The evidence will be gathered at an appropriate point in the Unit.

Centres will specify the task for which candidates will use the biomedical device.

Candidates are required to demonstrate that they can:

- ◆ select the appropriate device for the task to be undertaken
- ◆ use the device in the correct manner following instructions
- ◆ comply with Health and Safety requirements

An assessor observation checklist must be used to support the performance evidence.

The practical activity will be carried out in a real or simulated health sector environment. Further guidance on an appropriate practical activity can be found in the support notes.

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It contains an investigation pro forma and an assessor observation checklist. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

## National Unit Specification: support notes

### UNIT Health Sector: Life Sciences Industry (Intermediate 1)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 20 hours.

#### GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit has been designed as a mandatory Unit of the Intermediate 1 Health Sector Course, but can also be taken as a freestanding Unit. It is suitable for candidates who have no previous experience of the health sector.

The Unit introduces candidates to the range of product types made by the life sciences industry and their application in the health sector.

Candidates will participate in a practical activity which will help to develop knowledge and skills in the correct use of a biomedical device.

The health sector includes the National Health Service (NHS) (primary and secondary care), independent healthcare, complementary therapies, the life sciences and retail pharmaceutical industries and the community and voluntary sector.

The Unit will involve candidate research which will encourage the development of time management, information retrieval and research skills.

#### Outcome 1

This Outcome is designed to give candidates a broad overview of the range of products made by the life sciences industry. Where the Unit is being taken as part of the Intermediate 1 Health Sector Course, candidates will have gained knowledge of the types of provision and services provided in the health sector in Outcome 1 of the Unit *Health Sector: An Introduction (Intermediate 1)*. Candidates will have the opportunity to further develop that knowledge into an awareness of the types of products made by the life sciences industry and their application in the fields of prevention, diagnosis and treatment of disease and disability. Candidates will also further develop the skills of researching information and how to organise and present findings.

The services provided by the life sciences industry include research, development, manufacture and testing of products. The products made by the life sciences industry are used by health professionals in the screening, diagnosis and treatment of illness. They are also used by patients and their relatives to monitor conditions and to improve the quality of life for people with disabilities and/or long term health problems. There is an opportunity to develop appropriate language and attitudes towards people with disabilities.

The investigation will be recorded in a candidate folio and include all Performance Criteria specified. The folio could be produced in a variety of formats eg a presentation which could be in an electronic form, display, poster or leaflet. The range of product types and users is provided within the Evidence Requirements.

## National Unit Specification: support notes (cont)

### UNIT Health Sector: Life Sciences Industry (Intermediate 1)

Examples of product types are given below:

Biomedical devices	all products except medicines used in healthcare such as blood glucose monitors, replacement joints, walking frames, beds, surgical instruments, splints
Diagnostic imaging devices	machines that produce images which are used to diagnose injury or disease such as x-ray machines, MRI scanners, ultrasound scanners
Drugs and pharmaceutical products	include prescription medicines, vaccines and dental health products, over-the-counter medicines and nutritional drinks

### Outcome 2

This Outcome is intended to provide candidates with opportunities to demonstrate specified employability skills and attitudes within practical activities. The practical activities can be carried out on a mannequin. Alternatively, candidates could work in pairs. When carrying out practical activities, candidates need not complete a moving and handling course, but need to be aware that they must not move or handle someone without prior training. The practical activity will have to be risk assessed by a competent person to ensure that all Health and Safety requirements are complied with. Teachers/lecturers should ensure that candidates comply with organisational policy and guidelines relating to health and safety, infection control and equality and diversity.

Examples of relevant practical activities could include:

- ◆ use of a diagnostic biomedical device — heart rate, blood pressure, height, weight, temperature, body mass index, glucose levels
- ◆ application of a biomedical device — bandage, cervical collar, compression hosiery, oxygen mask, wrist support
- ◆ use of a biomedical device to facilitate mobility — standing aid, wheelchair, walking aid

### Employability Skills

In this Unit candidates will generate evidence for the following employability skills:

- ◆ understanding of roles and responsibilities in the workplace
- ◆ awareness of health and safety
- ◆ ability to follow instructions
- ◆ awareness of infection control procedures
- ◆ awareness of organisational standards for quality

Although not directly assessed in this Unit, there may be opportunities to develop the following employability skills:

- ◆ positive attitude to learning and the workplace
- ◆ self respect and respect and consideration for others
- ◆ willingness to listen to others and respond constructively to feedback
- ◆ awareness of equality and diversity

## National Unit Specification: support notes (cont)

### UNIT Health Sector: Life Sciences Industry (Intermediate 1)

- ◆ willingness to contribute to team work
- ◆ reflecting on own abilities
- ◆ awareness of organisational standards for appearance and behaviour
- ◆ understanding of care values

These skills can be practised in real or simulated workplace environments and individual or group classroom activities.

### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

#### Outcome 1

Candidates must identify a range of product types made by the life sciences industry. This will be in the form of an investigation. The investigation will require candidates to gather information from a variety of sources. This could include:

- ◆ visiting speakers
- ◆ Internet
- ◆ library
- ◆ interviews with workers in the life sciences industry
- ◆ workplace visits
- ◆ product information leaflets or manuals

It may be beneficial for candidates to work in groups and share information although the final investigation must be the candidate's own work. Candidates should discuss and agree with the teacher/lecturer a suitable format for presenting the information. Initial discussions can be carried out in groups and whole class expositions. There is the opportunity for candidates to practise and develop skills of verbal and non verbal communication, planning and respect and consideration for others. The language and materials used throughout should promote equality and diversity and avoid cultural stereotypes. Visiting speakers and workplace visits can provide valuable insights into the benefits to a range of users of products made by the life sciences industry. This could include individuals who have benefited from the use of biomedical devices. Candidates could also draw on personal experiences.

#### Outcome 2

Experiential learning is the main approach recommended for this Outcome. This involves learning through practical experiences and activities. Candidates should be encouraged to undertake practical activities in pairs as they develop their skills in using a range of biomedical devices in a correct and safe manner. The activities should be undertaken in a real or simulated work environment. The teacher/lecturer should provide a demonstration of the safe and correct method of using each biomedical device prior to candidates undertaking any practical activity. Teachers/lecturers should ensure that positive images of disability are promoted throughout and that the purpose of biomedical devices is to enable individuals to be as independent and self managing as possible. The importance of ensuring the dignity and privacy of individuals while carrying out practical activities should be stressed and candidates should use appropriate language and attitudes throughout. This includes body language and facial expression.

## National Unit Specification: support notes (cont)

### UNIT Health Sector: Life Sciences Industry (Intermediate 1)

Delivery of this Unit could incorporate a variety of teaching and learning methods including:

- ◆ teacher/lecturer presentations and demonstrations
- ◆ group work and discussions
- ◆ handouts
- ◆ visiting speakers
- ◆ workplace visits
- ◆ practical activities
- ◆ individual and group research
- ◆ internet searches
- ◆ interviews with health professionals/patients/relatives

### OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will be involved in an investigation and a practical activity. There may be opportunities for candidates to work with others which would enable them to develop effective communication and interpersonal skills. If the candidate uses a computer while undertaking any part of this Unit, they will have the opportunity to develop Information Technology skills.

### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

When delivering this Unit as part of the Intermediate 1 Health Sector Course, there is the possibility of assessment integration with the practical activity in Outcome 2 of the Unit *Health Sector: Health Awareness:(Intermediate 1)* and Outcome 2 of this Unit.

#### Outcome 1

The evidence will be gathered in an individual folio of evidence which will include information on three product types.

The information will include

- ◆ identification of three main product types
- ◆ description of the purpose of each product type
- ◆ description of an identified product
- ◆ description of one benefit of the product for two users

The evidence will be gathered in open-book conditions at appropriate points in the Unit.

Candidates should be given a choice as to their preferred method of submission. Evidence could be presented in the format of:

- ◆ written information
- ◆ diagrams or charts
- ◆ an electronic slide show
- ◆ a display or exhibition
- ◆ a multimedia presentation

## **National Unit Specification: support notes (cont)**

### **UNIT        Health Sector: Life Sciences Industry (Intermediate 1)**

#### **Outcome 2**

Performance evidence for Outcome 2 will be based on a practical activity, specified by the teacher/lecturer, which must be observed using an observation checklist.

Candidates should be given the opportunity to practise the skills before being assessed.

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It contains an investigation pro forma and an assessor observation checklist. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

#### **Opportunities for the use of 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 communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

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