

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

**Hanover House
24 Douglas Street
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NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number- 7140120 **-Session-1990-91**
-Superclass- PA

-Title- BASIC HEALTH CARE NEEDS

-DESCRIPTION-

Purpose This module is designed to help the student to develop an awareness of the importance of living in a healthy environment and the basic skills required to promote personal health and wellbeing.

Preferred Entry Level No formal entry requirements.

Outcomes The student should:

1. describe the principles of basic health care in the home and their application in daily life.
2. assist with promoting recovery from minor illness or injury.

Assessment Procedures Acceptable performance in the module will be satisfactory achievement of all the Performance Criteria specified for each Outcome.

The following abbreviations are used below:

PC Performance Criteria
IA Instrument of Assessment

Note: The Outcomes and PCs are mandatory and cannot be altered. The IA may be altered by arrangement with SQA. (Where a range of performance is indicated, this should be regarded as an extension of the PCs and is therefore mandatory.)

OUTCOME 1 DESCRIBE THE PRINCIPLES OF BASIC HEALTH CARE IN THE HOME AND THEIR APPLICATION IN DAILY LIFE

- PCs
- (a) The identification of the basic factors/procedures essential to a healthy living environment in the home is correct.
 - (b) The identification of the basic requirements for good health is correct.
 - (c) The identification of what constitutes a planned balanced diet to maintain health and during illness is correct.
 - (d) The description of how to store food with a view to preserving its quality until consumption is correct.

IA Personal Interview

The student will be assessed for this Outcome by means of a personal interview conducted by the tutor.

The interview will be structured in four parts corresponding to each PC. The tutor may use a checklist/matching exercise as a framework to ascertain student's knowledge. Students should also be encouraged to evaluate their own progress.

Satisfactory achievement of the Outcome will be based on, for PC(a), the identification of four factors, for PC(b), the identification of five basic requirements for good health, for PC(c) the identification of the factors essential to a balanced diet and for PC(d) the description of how to store four different types of food.

OUTCOME 2 ASSIST WITH PROMOTING RECOVERY FROM MINOR ILLNESS OR INJURY

- PCs
- (a) The identification of the persons to be contacted at the onset of illness or at the time of injury is correct.
 - (b) The identification of the means by which appropriate sources of help may be reached is correct.
 - (c) The steps which can be taken to promote the comfort of/assist a sick/injured person are appropriate in the given circumstances.
 - (d) The methods of administration of medicines is according to the prescription or instructions on label.

IA Assignment

The student will be given an assignment to test the knowledge and skills required to assist with promoting the recovery of self or others during minor illness/injury.

The assignment will be in two parts - a matching exercise for PCs (a) and (b) and a role play for PCs(c) and (d).

The matching exercise will consist of five items for each PC. The role play will require the student to take four different steps to promote the comfort of a sick/injured person for PC (c) and for PC(d) to measure two types of medicine accurately, 1 in tablet form and one in liquid form.

Satisfactory achievement of the Outcome will be based on the student, for PC(a), identifying four people or groups of people who could help at the onset of illness/injury for, PC(b) identifying four different ways by which help may be reached, for PC(c) undertaking four steps to promote comfort and for PC(d) measuring and administering two types of medicine correctly.

**The following sections of the descriptor are offered as guidance.
They are not mandatory.**

CONTENT/CONTEXT

Corresponding to Outcomes 1&2:

1. The need for health care skills in the home and the basic requirements for a healthy environment in the home:

Cleanliness in the Home - bathroom, toilet, kitchen, living areas, bedrooms.

Warmth, light, ventilation, dryness in all living/sleeping areas.

Basic requirements for good health:

A planned, balanced diet, foods and liquids, methods of storage. Dietary needs during illness. Adequate sleep and rest, fresh air, exercise, putting into practice routines for good hygiene eg. washing hands before handling food, after using the toilet.

2. Initial help at times of sickness - self, family, friends, neighbours.

Further help and type of help given, Doctors, Nurses, Health Visitors, Ambulance, Outpatients, Dentist, Physiotherapist, Chiropodist. Know when further help is needed, how to contact, through others, directly, or by telephone, the type of report needed eg. brief, but communicating all the signs and symptoms seen and felt by self, degree/severity of illness.

Basic care skills and knowledge. Importance of a clean, well-made, wrinkle-free bed with appropriate bedding and pillows for support. Adequate clean clothing and nightwear. The importance of bathing, sponging down, showering during illness. Other aspects of personal hygiene.

Diet and liquids during illness.

How to recognise fever during illness. Other personal observations during illness. Socialising and activity/exercise during illness.

Self-Certification, how, where, when appropriate, General Practitioner's certificates.

Other contacts that are important eg. work, School, College, attendance, what contact required.

The importance of rest and sleep during health and illness.

SUGGESTED LEARNING AND TEACHING APPROACHES

Relating to Outcomes 1&2:

The learning and teaching approaches adopted will be those of personal and social development of the student.

This should be a practically, based student participative module in which the student develops awareness and acquires skills through experience of a variety of simulated situations, role plays, practical work, class and small group discussion, observational visits.

Students will be encouraged to learn basic planning, negotiation and assessment skills and to assist the tutor with organising and identifying visiting speakers and outside visits.

A class folio could be compiled containing records of information, leaflets, charts and overall classwork.

Tutor supported weekly logs could be maintained by students charting individual progress and checklists of targets and skills learned during the module, to a standard that is appropriate to individual student achievement.

Films, videos, games, pictures and slides should be used when introducing different aspects of basic health care needs and as aids to reinforcement of student learning.

Learning targets and module objectives should be the subject of negotiation between student and tutor and set at a level that suits individual student need and ability.

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