

National Unit Specification: General Information

UNIT Human Body Function for Care Support Workers: An Introduction
(Intermediate 1)

NUMBER 7140398

COURSE

SUMMARY

This unit provides an introduction to the structure and function of human body systems. The unit would be suitable for inclusion as an introduction to human biology or caring programmes. The unit could also be used as a general interest unit in a variety of programmes.

OUTCOMES

- 1 Identify the structure of specific body systems.
- 2 Describe the function and explain the relationship between structure and function of specific body systems.
- 3 Describe the resultant changes in function by common diseases or injuries.

RECOMMENDED ENTRY

There is no prescribed entry for this unit.

CREDIT VALUE

1.5 Credit at Intermediate 1.

CORE SKILLS

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

Administrative Information

Superclass: RH

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National unit specification: statement of standards

UNIT Human Body Function for Care Support Workers: 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 the Scottish Qualifications Authority.

OUTCOME 1

Identify the structure of specific body systems.

Performance Criteria

- a) The identification of the systems of the body is correct.
- b) The description of the component organs of given body system is correct.
- c) The identification of the structure of given organs is correct.

Evidence Requirements

Written and/or oral evidence to cover all the performance criteria. At least 4 body systems should be covered.

OUTCOME 2

Describe the function and explain the relationship between structure and function of specific body systems.

Performance Criteria

- a) The description of the function of specific body systems is correct.
- b) The description of the function served by specific organs is correct.
- c) The description of the relationship between the structure and function of specific body systems is correct.

Evidence Requirements

Written and/or oral evidence to cover all the performance criteria and meet the outcome.

The evidence must show the candidate understands the links between structure and function of the human body.

A minimum of 5 specific body systems should be covered.

National unit specification: statement of standards (cont)

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OUTCOME 3

Describe the resultant changes in function by common diseases or injuries.

Performance Criteria

- a) The identification of the body systems(s) affected by specific common diseases or injuries is correct.
- (b) The description of the altered body system function is correct in a given situation.

Evidence Requirements

Written and or oral evidence to meet the performance criteria.

A total of three diseases or injuries should be addressed for each body system studied.

National unit specification: support notes

UNIT Human Body Function for Care Support Workers: An Introduction (Intermediate 1)

This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

This unit is a component unit of the Professional Development Award: Certificate in Care Support Practice.

GUIDANCE ON CONTENT AND CONTEXT

Select 5 body systems relevant to the particular care support workers' occupational requirements. For example for physiotherapy support workers, Outcome 1 and 2 could focus on the following body systems: musculo–skeletal; cardio–vascular; respiratory; nervous; genito–urinary; endocrine. However it is possible for the candidate to study alternative body systems if this is of greater relevance to their specific occupational field. They should however have a clear general understanding of all the body systems before focusing on 5 main systems.

Outcome 1

Musculo-Skeletal System

The principal organs of this system include the bones of the skeletal, tendon, ligaments, joints, cartilage and major skeletal muscle groups.

Cardio-Vascular System

The principal organs of this body system include the heart, arteries, arterioles, venules, veins, capillaries. As an adjunct the lymphatic system should be discussed.

Respiratory System

Principal organs to include nose, naso-pharynx, trachea, bronchus, bronchioles, alveoli, lungs, diaphragm.

Nervous System

Principal organs to include regions of the brain such as the cerebrum, cerebellum, medulla oblongata, spinal cord, neurones, sensory sight, vestibule apparatus, pressure and proprioception.

Genito-Urinary System

Principal organs to include kidney, ureters, bladder, external genitalia of both male and female, prostate gland, uterus, cervix, vagina, perineal floor, rectum.

Endocrine system

Principal organs to include pituitary, thyroid, pancreas, adrenal glands. In certain areas, inclusion of the testes and ovaries may be appropriate.

National unit specification: support notes (cont)

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Alternative body systems worthy of study with different support worker include the digestive excretory, integumentary, immune and reproductive systems.

Outcome 2

Outcome 2 will elaborate upon the body systems specified in outcome 1. However the focus will be upon the function of the individual organs comprising each body system.

Musculo-Skeletal System

Bone growth and repair; mechanics of muscle contraction; joint movement; control of motor activity; fit muscle, resistance, angle of pull, forces.

Cardio-Vascular System

Heart function; cardiac cycle; regulation of blood pressure; heart rate; blood flow – pressure gradients; venous return; lymph drainage; nervous control of circulation; cardiac fitness.

Respiratory System

Mechanic of respiration; diffusion; haemoglobin – oxygen transfer; control of respiration – respiratory centre; endurance.

Nervous System

Initiation and transmission of a nerve impulse from stimuli to brain via autonomic and somatic nervous systems to receptor site; sensory – sight, vestibular apparatus, pressure and proprioception.

Genito-Urinary System

Continence problems; (neurological, traumatic, muscular).

Endocrine System

Control of hormonal secretions: feedback control; human growth hormone; thyroid stimulating hormone; regulations of the secretion of pancreatic hormones; adrenaline-fight or flight response.

Outcome 3

Outcome 3 will focus on the altered function of individual organs comprising each body system as a results of common diseases and injuries.

The body system studies in Outcomes 1 and 2 will continue to be considered in Outcome 3. The following common diseases/injuries could be studied.

National unit specification: support notes (cont)

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Musculo-Skeletal System

Osteo-Arthritis; Rheumatoid Arthritis; Muscular Dystrophy; Carpal Tunnel Syndrome; Sprain/strain; Fracture; Tendonitis.

Cardio-Vascular System

Heart Failure (right and left); angina; myocardial infarction; lymphoedema.

Respiratory System

Chronic Obstructive Airways Disease; Chronic Bronchitis; Asthma.

Nervous System

Multiple Sclerosis; Motor Neurone Disease; Cerebro-Vascular Accident; Head and Spinal Injury.

Genito-Urinary System

Stress Incontinence; Detrusor Instability; Neurogenic Bladder.

Endocrine System

Diabetes Mellitus; stress response; myxoedema; throtoxicosis.

GUIDANCE ON TEACHING AND LEARNING APPROACHES

Corresponding to outcome 1-3

It is suggested that an integrated approach in delivery of both structure and function will enable candidates to achieve greater understanding of the relationship between the two.

Tutor exposition combined with questions and answer worksheets.

Anatomical models may be used to enable visualisation of the structure of specific organs.

Overheads may be used to emphasis explanation of given body systems.

Computer assisted learning.

Self directed learning.

National unit specification: support notes (cont)

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GUIDANCE ON APPROACHES TO ASSESSMENT

A combination of approaches could be implemented.

Diagrammatic labelling to assess anatomical knowledge.

Restricted response questions.

Multiple choice questions.

Multiple choice questions.

Matching exercises.

Assessor devised worksheets.

Short essays.

Portfolio of evidence.

In Outcome 3 the evidence may be generated by individual candidate research. Each candidate should produce a portfolio of evidence which includes information on common diseases or injuries with relevance to their occupational area. The candidates choice of disease/injury should be discussed with their course tutor prior to collecting their evidence for inclusion in their portfolio.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements* (SQA, 1998).