

National 5 Skills for Work Health Sector Course Specification (C261 75)

This document is for teachers and lecturers and contains mandatory information required to deliver the course.

Valid from August 2023

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Please refer to the 'History of changes' at the end of this course specification for details of changes from previous version (where applicable).

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Course overview

SCQF credit points: 24 SCQF credit points

Course code: C261 75

Mandatory units

The course comprises the following units:

| | | |
|---------|--|----------------------|
| J7GE 75 | Health Sector: Working in Health Sector Settings (National 5) | 6 SCQF credit points |
| OR | | |
| J7GW 75 | Health Sector: Working in Health Sector Settings — Scotland (National 5) | 6 SCQF credit points |
| J7GC 75 | Health Sector: Employability Skills in the Health Sector | 6 SCQF credit points |
| J7GF 75 | Health Sector: Medical Devices and Pharmaceuticals (National 5) | 3 SCQF credit points |
| J7GG 75 | Health Sector: Improving Health and Well-being (National 5) | 6 SCQF credit points |
| J7GD 75 | Health Sector: Physiology of the Cardiovascular System (National 5) | 3 SCQF credit points |

| Recommended entry | Progression |
|--|--|
| Entry to this course is at the discretion of the centre. Learners do not need to have prior experience or qualifications before studying these units. | <ul style="list-style-type: none">◆ other qualifications in the health sector or related areas◆ further study, employment and/or training |

Core Skills

Learners who achieve this course get automatic certification for:

| | |
|-------------------------|---|
| Complete Core Skill(s) | Problem Solving at SCQF level 4 |
| Core Skill component(s) | Critical Thinking at SCQF level 4 Working Co-operatively with Others at SCQF level 4 |

The course support notes highlight opportunities for learners to develop aspects of Core Skills.

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 represents a wide variety of stakeholders working in a broad range of occupations and job roles within the health and social care sectors. Skills for Health is the sector skills council (SSC) for the UK health sector.

The National 5 Skills for Work Health Sector course has been designed to link broadly to NOS level 2 in the health sector, and provides some of the underpinning knowledge required. It gives learners experience of the practical skills they need to work at this level in the sector, and helps prepare them for further study, training and employment.

Further details are provided in the 'Course rationale' section.

Equality and inclusion

This course is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

Guidance on assessment arrangements for disabled candidates and/or those with additional support needs is available on the assessment arrangements web page:

www.sqa.org.uk/assessmentarrangements.

Common rationale for all Skills for Work courses

Skills for Work courses help learners to develop:

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

Experiential learning is the process of learning and reflecting through practical experience, and is a key feature of these courses.

Approaches to learning through practical experience should include:

- ◆ 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

Approaches to learning through reflecting at all stages of the experience should include:

- ◆ preparing and planning for the experience
- ◆ reflecting on the experience throughout and adapting as necessary
- ◆ reflecting after the activity has been completed, evaluating and identifying learning points

Core Skills

The five Core Skills are:

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

Employability skills

To gain and maintain employment, including self-employment, learners need the following skills and attitudes:

- ◆ generic skills and attitudes valued by employers
- ◆ understanding of the workplace and the employee's responsibilities, for example time-keeping, appearance, and 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 and knowledge

You can provide learners with direct access to workplace experiences, or you can use partnership arrangements to provide different learning environments and experiences that simulate aspects of the workplace. These experiences might include visits, visiting speakers, role play, and 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 skills, Skills for Learning, Skills for Life, Skills for Work, and Core Skills in these courses contribute to meeting these aspirations.

Course rationale

National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

This course emphasises developing and applying skills. Assessment approaches are proportionate, fit for purpose and promote best practice, enabling learners to achieve the highest standards they can.

This Skills for Work course is also designed to provide learners with opportunities to develop Core Skills and Skills for Learning, Skills for Life and Skills for Work, with a strong focus on enhancing skills and attitudes for employability.

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 health sector is seen as a growth industry across Scotland, offering a wide variety of employment opportunities at a range of levels. The NHS is a major employer in Scotland and currently employs over 160,000 people. The demands placed on the NHS are increasing, through changes in demographics combined with an ageing workforce.

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.

Learners who complete the course may be able to progress into further education, training and employment.

Purposes and aims

The general aims of the course are to:

- ◆ help learners to develop employability skills
- ◆ allow learners to experience vocationally related learning
- ◆ encourage learners to develop a good work ethic, including effective time management and a positive attitude
- ◆ provide opportunities to develop a range of Core Skills through practical experiences in a vocational environment
- ◆ encourage learners to take responsibility for their own learning and development
- ◆ facilitate progression to further or higher education, training and/or employment
- ◆ help learners to progress to further or higher education and training
- ◆ help build learners' confidence

In particular, the specific aims of the course are to:

- ◆ encourage learners to consider a career in the health sector
- ◆ develop learners' understanding of health and safety responsibilities relevant to a range of activities in the health sector
- ◆ develop learners' abilities to benefit from further learning, study and training opportunities for careers in the health sector
- ◆ develop learners' awareness of the type and range of available career opportunities in the health sector
- ◆ develop learners' awareness of the impact of the health sector in society
- ◆ develop learners' awareness of the responsibilities of the health sector in society
- ◆ allow learners to apply investigative skills using a variety of research methods
- ◆ develop learners' self-evaluation skills and confidence to seek feedback from others
- ◆ increase learners' awareness of the factors that have an impact on individuals' health
- ◆ allow learners to develop the skills, values and attitudes needed to work in the health sector

Who is the course for?

Secondary school pupils in S3 and above are the target group for this course. However, the course is also suitable for learners seeking to enhance their employability and vocational skills in the health sector. The focus on employability skills means that learners gain skills they can apply in jobs inside and outside the health sector, while the health sector-specific knowledge they gain is applicable to everyone.

This course can build on the skills and knowledge learners may have developed in the National 4 Skills for Work Health Sector course. The National 5 course introduces learners to a range of more advanced knowledge and skills. Learners who complete the course may be able to progress into further or higher education, training or employment.

Course structure and conditions of award

Summary of course content

The course gives learners a broad experiential introduction to clinical and non-clinical roles in the health sector, and the teamworking and fundamental practical skills involved. Learners produce a CV and take part in a mock interview. They investigate different job roles available in the health sector, taking part in supervised role plays and considering health and safety, and risk. They look at how technology and pharmaceuticals are used in diagnosis and treatment. They learn how the cardiovascular system works and practise taking measurements and providing basic practical life support. Learners look at health and lifestyle issues, and how they could apply and provide help and advice in a health sector role.

The course gives learners the opportunity to develop employability skills and attitudes valued by employers in the health sector and beyond. Learners review employability skills and seek feedback from their peers and teaching staff as appropriate. They evaluate their own strengths and weaknesses, personal skills, qualifications and experience against career options.

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
- ◆ contributing to team work
- ◆ awareness and understanding of the importance of maintaining confidentiality
- ◆ reflecting on own abilities
- ◆ understanding of health and safety
- ◆ understanding and seeking clarification of instructions
- ◆ awareness of infection control procedures
- ◆ demonstrating an awareness of organisational standards for appearance and behaviour
- ◆ understanding of organisational principles and values in the health sector

Summary of unit content

Units are statements of standards for assessment and not programmes of learning and teaching.

Health Sector: Working in Health Sector Settings (National 5)

This unit introduces learners to the range and diversity of careers in the health sector, in both clinical and non-clinical roles. Learners carry out an investigation into the roles and

responsibilities of clinical and non-clinical job roles, the diversity of career opportunities available, and the health and safety responsibilities of employers and employees. Learners carry out a risk assessment in health sector settings. They also take part in a practical activity to demonstrate customer care skills in a clinical or non-clinical role.

Health Sector: Employability Skills in the Health Sector (National 5)

This unit prepares learners for employment, further education or training by helping them to produce their own CV for a specific job role in the health sector. Learners participate in a mock interview for a specific job role to help them develop knowledge and understanding of the world of work.

The unit also focuses on the employability skills and attitudes that health sector employers most value. Learners reflect on and evaluate their own employability skills, and record their progress throughout the unit.

Health Sector: Medical Devices and Pharmaceuticals (National 5)

This unit introduces learners to how medical devices and technology contribute to the diagnosis and treatment of a specified medical condition or illness. Learners also investigate the use of pharmaceutical products.

Health Sector: Improving Health and Well-being (National 5)

This unit focuses on team working. It introduces learners to the wide range of options available from the health sector to help tackle current health and lifestyle issues that affect health sector workers. They learn about the impacts of workplace stress, and the importance of a healthy lifestyle. Learners also carry out research and give advice in relation to the promotion of health.

Health Sector: Physiology of the Cardiovascular System (National 5)

This unit introduces learners to the structure and function of the cardiovascular system. Learners take part in a practical activity that helps them to develop knowledge and skills in taking physiological measurements at different activity levels. Learners also take part in another activity to learn how to demonstrate current first aid procedures to provide basic life support to an adult casualty.

Conditions of award

To achieve the award of National 5 Health Sector: Skills for Work, learners must achieve all the required units. Skills for Work courses are not graded. They are assessed on a pass/fail basis within centres.

Assessment

Assessment objectives

Assessment across the units of this course allows learners to demonstrate, in the context of the health sector:

- ◆ generic employability skills valued by employers
- ◆ relevant knowledge and skills
- ◆ practical vocational skills
- ◆ skills in communication and working with others
- ◆ investigation skills
- ◆ presentation skills
- ◆ evaluation skills

Unit assessments

You can assess the units in a variety of ways, as appropriate to your context. To support this, the assessment support packs (ASPs) provide possible assessment approaches.

Health Sector: Working in Health Sector Settings (National 5)

Learners must produce written and/or recorded oral and performance evidence for this unit. For assessment, learners must:

- ◆ investigate clinical and non-clinical job roles in the health sector
- ◆ produce written and/or oral evidence that demonstrates an understanding of health and safety responsibilities in the health sector
- ◆ complete a risk assessment
- ◆ take part in a role play under supervision, in a real or simulated health sector environment

Health Sector: Employability Skills in the Health Sector (National 5)

Learners must produce written and/or recorded oral and performance evidence for this unit. For assessment, learners must:

- ◆ produce a CV for a specific job role in the health sector
- ◆ prepare for, and participate in, a mock interview for a specific job role in the health sector
- ◆ complete learner reviews on three occasions during the unit, detailing their progress in relation to the development of specific employability skills valued by the health sector

Health Sector: Medical Devices and Pharmaceuticals (National 5)

Learners must produce written and/or recorded oral evidence for this unit. For assessment, learners must:

- ◆ investigate the use of medical devices and technology in the diagnosis and treatment of a specified medical condition or illness
- ◆ produce written and/or oral recorded evidence to demonstrate an understanding of the use of pharmaceutical products

Health Sector: Improving Health and Well-being (National 5)

Learners must produce written and/or recorded oral and performance evidence for this unit. For assessment, learners must:

- ◆ work as part of a team to investigate a current health and lifestyle issue and the range of options available from the health sector to help address the issue
- ◆ work as part of a team to give health promotion advice on a current health and lifestyle issue
- ◆ produce written and/or recorded oral evidence that demonstrates an understanding of the impact of workplace stress and the importance of a healthy lifestyle for health sector workers

Health Sector: Physiology of the Cardiovascular System (National 5)

Learners must produce written and/or recorded oral and performance evidence for this unit. For assessment, learners must:

- ◆ produce written and/or recorded oral evidence that demonstrates knowledge and understanding of the structure and function of the cardiovascular system
- ◆ participate in a practical activity that involves taking physiological measurements at different activity levels
- ◆ participate in a practical activity that demonstrates their skills in providing basic life support to an adult casualty

You can find examples of possible assessment approaches for these units in the ASP.

Quality assurance

Centres must internally verify all assessment instruments using their own appropriate policies and SQA's guidelines.

SQA externally verifies internal assessments to ensure that they meet the national standards as defined in the course and unit specifications.

Further information on internal and external verification can be found in SQA's *Guide to Assessment* (www.sqa.org.uk/sqa/3083.html).

Developing Skills for Learning, Skills for Life and Skills for Work

Developing employability skills, the skills and attitudes needed to gain and maintain employment, is an important part of all Skills for Work courses. Learners are also expected to develop broad, generic skills in this course as listed below.

1 Literacy

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

3 Health and wellbeing

- 3.1 Personal learning
- 3.2 Emotional wellbeing
- 3.3 Physical wellbeing
- 3.4 Planning for, and making, choices and changes
- 3.5 Relationships

4 Employability, enterprise and citizenship

- 4.1 Employability
- 4.3 Working with others

5 Thinking skills

- 5.1 Remembering
- 5.2 Understanding
- 5.3 Applying
- 5.4 Analysing and evaluating

SQA's [Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#) contains more information.

You must build these skills into the course where there are suitable opportunities. The 'Support notes' section provides suggestions on how to do this.

Employability skills profile

The following table shows the employability skills included in the units for this course. The units are referred to as A, B, C, D and E.

- A Health Sector: Working in Health Sector Settings (National 5)
- B Health Sector: Employability Skills in the Health Sector (National 5)
- C Health Sector: Medical Devices and Pharmaceuticals (National 5)
- D Health Sector: Improving Health and Well-being (National 5)
- E Health Sector: Physiology of the Cardiovascular System (National 5)

| Employability skill and/or attitude | Unit |
|---|-----------|
| Positive attitude to learning and the workplace | A B C D E |
| Self-respect and respect and consideration for others | A B C D E |
| Willingness to listen to others and respond constructively to feedback | A B E |
| Awareness of equality and diversity | A B |
| Understanding of roles and responsibilities in the workplace | A B C D E |
| Contributing to team work | B D |
| Understanding of the importance of maintaining confidentiality | A B |
| Reflecting on own abilities | A B D E |
| Understanding of health and safety | B C E |
| Understanding and seeking clarification of instructions | A B C D E |
| Awareness of infection control procedures | B E |
| Demonstrating an awareness of organisational standards for appearance and behaviour | A B D E |
| Understanding of organisational principles and values in the health sector | A B |
| Self-respect and respect and consideration for others | A B C D E |

The following table shows assessment evidence for units A, B, C, D and E.

| Assessment evidence | Unit |
|---|------|
| Candidate folio, assessor observation checklists, written and/or oral evidence, completed risk assessment form. | A |
| Completed CV, written and/or oral evidence, assessor observation checklist, candidate review sheets. | B |
| Candidate folio, written and/or oral evidence. | C |
| Candidate folios, written and/or oral evidence. | D |
| Written and/or oral evidence. assessor observation checklists. | E |

Course support notes

These support notes are not mandatory. They provide advice and guidance to teachers and lecturers on approaches to delivering and assessing the Skills for Work course. Please read these course support notes in conjunction with the course specification, unit specifications and the assessment support pack(s).

Guidance on approaches to delivery and assessment for this course

The types of provision within the health sector include 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 learner-centred. You should give learners the opportunity to learn and develop practical skills in the context of real or simulated health sector settings where they experience workplace conditions, learn how to work with others in a team, and develop good working practices.

There are opportunities in this course for you to be creative in your teaching and learning approaches. You can use investigations, role plays, debates, presentations, discussions and simulation exercises to give learners a stimulating and interesting learning experience.

Throughout the course you should demonstrate care values, and promote equality and diversity. You should encourage learners to display sensitivity and non-judgemental attitudes, and use culturally sensitive language. Your teaching materials should promote positive images of disability and avoid cultural stereotypes.

You can use a variety of approaches to gather evidence, reflecting the variety of learning experiences offered throughout the course, including:

- ◆ individual investigations
- ◆ practical activities, including:
 - carrying out a risk assessment
 - participating in a role play
 - carrying out physiological measurements
 - demonstrating basic life support
 - working as part of a team to give health promotion advice
- ◆ taking part in a mock interview
- ◆ learner reviews of specific employability skills, including writing a CV
- ◆ written and/or recorded oral evidence produced throughout all the units

The ASP provided for each unit within the National 5 Skills for Work Health Sector course illustrates the standard that should be applied. If your centre wants to design its own assessments, they should be of a comparable standard.

Sequencing and integrating units

You should emphasise the importance of employability skills, both generic and specific to the health sector, during the induction.

While the order in which you deliver the units is for your centre to decide, we suggest that you start with the Working in Health Sector Settings unit. This unit has four outcomes, and we suggest that you deliver outcome 1 early in the course. Starting this way introduces learners to both the sector and skills in investigation and presentation of information, all of which are further developed throughout the course.

Ideally, you should deliver Working in Health Sector Settings and Employability Skills in the Health Sector concurrently.

You should integrate outcome 3 of Employability Skills in the Health Sector with the other four units of the National 5 Skills for Work Health Sector course to ensure learners can build on these skills as you deliver the remaining units, and so that learners can gather evidence over the duration of the course.

You can integrate learning, teaching and assessment of the employability skills in outcome 3 of Employability Skills in the Health Sector with the following activities in other units of the National 5 Skills for Work Health Sector course:

- ◆ Contributing to a team presentation and taking part in a practical activity in Improving Health and Well-being.
- ◆ Contributing to an investigation and taking part in a practical activity in Medical Devices and Pharmaceuticals.
- ◆ Contributing to an investigation and participating in a role play in Working in Health Sector Settings.
- ◆ Taking part in practical activities in Physiology of the Cardiovascular System.

You can also integrate these activities across units:

- ◆ Describing the impact of workplace stress in Improving Health and Well-being, outcome 3, performance criterion (a) and Working in Health Sector Settings, outcome 2, performance criterion (c).
- ◆ Linking the practical activities in Physiology of the Cardiovascular System, outcomes 2 and 3, with the health promotion activity in Improving Health and Well-being, outcome 2.

Guidance on approaches to delivery

Visiting speakers and visits to health settings

We encourage you 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 members of staff. These experiences give learners a realistic view of working in the health sector and help them to make decisions about future study and employment.

Health and safety

During the course, learners explore health and safety responsibilities of workers in the health sector. They also participate in practical activities to demonstrate basic life support. You must be properly trained in emergency life support to instruct learners. You should do a risk assessment before you carry out any practical activity. You should inform learners that workers in the health sector are not allowed to move or handle people or equipment without having successfully completed a relevant moving and handling course.

Guidance on approaches to assessment

There is no external assessment for this course. Learners must successfully complete each unit to achieve the course.

You can find detailed information on the evidence requirements for each unit in the respective unit specifications, and on approaches to assessment in the respective support notes.

Learners are assessed by centres internally, and units are externally verified by SQA.

If you create your own assessment, or adapt an SQA assessment, you should have it prior verified by SQA before you use it with your learners to ensure it meets the national standards.

Experiencing a range of assessment methods helps learners to develop different skills, and the ability to transfer these skills to work or higher level study in this and other vocational areas.

If learners take a unit as a freestanding unit, you must ensure they have the opportunity to develop the specified employability skills over a period of time in relevant practical activities.

Suggested approaches to assessment include:

- ◆ learner folio of work
- ◆ observation of practical activities
- ◆ group or individual presentation
- ◆ peer review
- ◆ research activities
- ◆ case study
- ◆ health sector scenarios

- ◆ poster or other display approaches
- ◆ written or verbal communication with centre staff
- ◆ role play and mock interview

The ASP provided for each unit illustrates the standard that should be applied. If a centre wants to design its own assessments for this unit, they should be of a comparable standard.

Opportunities for e-assessment

E-assessment is assessment supported by information and communications technology (ICT), such as e-testing, e-portfolios or social software. If you use e-assessment, you must ensure that the national standard is applied to all candidate evidence and that the conditions of assessment specified in the evidence requirements are met. The most up-to-date guidance on using e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core Skills

Achievement of this course gives automatic certification of the following:

| | |
|-------------------------|---|
| Complete Core Skill(s) | Problem Solving at SCQF level 4 |
| Core Skill component(s) | Critical Thinking at SCQF level 4 Working Co-operatively with Others at SCQF level 4 |

Learners also have opportunities to develop aspects of the following Core Skills:

Communication: Learners self-evaluate and review their employability skills. They have opportunities to take part in a mock interview and undertake practical activities to develop effective communication and interpersonal skills. They further develop these in seeking and responding to feedback from others in the review and evaluation of their employability skills.

Learners develop their written communication skills through producing written work in a variety of formats. They develop their oral communication skills through discussion, debate and evidence of engagement with other learners, professionals and key people.

Problem Solving: Learners must take responsibility for their own performance in their investigations. This may allow them to develop the three components of Problem Solving — Critical Thinking, Planning and Organising, and Reviewing and Evaluating.

Information and Communication Technology (ICT): Learners may develop their ICT skills through research for their investigations.

Working with Others: Learners may develop these skills if they work collaboratively to prepare and research their investigations, and may work with others during practical activities. Various units include an explicit focus on working with others as part of a team, whether working in pairs or as part of a bigger group.

General information for learners

This section explains:

- ◆ what the course is about
- ◆ what you should know or be able to do before you start the course
- ◆ what you need to do during the course
- ◆ the opportunities you will have for further learning and employment

This course introduces you to the range and diversity of careers in clinical and non-clinical roles in the health sector.

Health Sector: Working in Health Sector Settings (National 5)

You participate in an interaction that enables you to demonstrate customer care skills in either a clinical or a non-clinical role. You learn about the health and safety responsibilities within healthcare settings, and carry out a risk assessment in relation to a healthcare setting.

Health Sector: Employability Skills in the Health Sector (National 5)

You produce a CV and take part in an interview for a specific job role in the health sector to help you develop knowledge and understanding of the world of work. Successful achievement of this unit gives automatic certification of the Core Skill Problem Solving and the Core Skill component Critical Thinking, both at SCQF level 4.

Health Sector: Medical Devices and Pharmaceuticals (National 5)

You investigate the use of medical devices and technology for a specified medical condition or illness. You also investigate the safety of pharmaceutical products. Successful achievement of this unit gives automatic certification of the Core Skill component Critical Thinking at SCQF level 4.

Health Sector: Improving Health and Well-being (National 5)

You work as part of a team to investigate a current health and lifestyle issue and the range of options available from the health sector to help address the issue. You give advice in relation to the promotion of health. You also learn about the health and safety risks to workers in the health sector and the importance of a healthy lifestyle for them. Achievement of this unit gives you automatic certification of the Core Skill components Critical Thinking and Working Co-operatively with Others, both at SCQF level 4.

Health Sector: Physiology of the Cardiovascular System (National 5)

You investigate the structure and function of the cardiovascular system. You participate in a practical activity that helps you to develop knowledge and skills in taking physiological measurements at different activity levels. You also participate in another practical activity to demonstrate current first aid procedures to provide basic life support to an adult casualty.

Developing the employability skills valued by employers and necessary for effective work in the health sector is central to the course. These skills are embedded in the units, and you

have the opportunity to practise and develop these skills throughout the course. You can develop your employability skills through practical activities in real or simulated work environments, investigations and team-working activities. You self-evaluate these skills, seeking feedback from others, identifying areas for improvement, taking account of the feedback received, and reviewing your progress throughout the course.

The course can build on the skills and knowledge you may have developed in the National 4 Skills for Work Health Sector course. The National 5 Skills for Work Health Sector course introduces you to a range of more advanced knowledge and skills and may help you to progress into further education, training and employment.

Administrative information

Published: January 2024 (version 1.1)

History of changes

| Version | Description of change | Date |
|---------|---|--------------|
| | Corrected presentation of mandatory units on p1, and reflected this order in unit information given throughout course specification | January 2024 |
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Note: please check SQA's website to ensure you are using the most up-to-date version of this document.

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