



Higher National Unit specification: general information

Unit title: Community Learning and Development: Promoting Health in the Community

Unit code: FM9E 34

Superclass: PA

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Version: 01

Unit purpose

This Unit is designed to enable candidates to work in communities and in partnership to promote health improvement. It prepares candidates for this role through examination of the principles of the community development model of health promotion. The candidate will gain an understanding of local and national policies impacting on health promotion.

On completion of the Unit the candidate should be able to:

- 1 Explain the relationship between health promotion and Community Learning and Development.
- 2 Explain the links between current policy and practice in health promotion.

Recommended prior knowledge and skills

While entry is at the discretion of the centre, it is recommended that candidates have completed the following Units, (or equivalent):

DK1C 34	<i>CLD: Principles and Practice</i>
DK1G 35	<i>CLD: Social Science Approaches</i>
DK17 34	<i>CLD: Learning Approaches</i>
F8L1 34	<i>CLD: Group Work</i>

In addition, it would be beneficial if candidates had achieved the following NC Unit (or equivalent) and are currently working or undertaking a placement in a community based setting.

F1RG 12 *Working with Communities: Health Promotion*

General information (cont)

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**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:

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

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

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes. This Unit is an optional Unit in the HNC Working with Communities framework.

Assessment

Outcomes 1 and 2 may be assessed jointly by production of a report (written oral or signed) of approximately 1,500–2,000 words, or equivalent, under open-book conditions.

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

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

Outcome 1

Explain the relationship between health promotion and Community Learning and Development.

Knowledge and/or Skills

- ◆ Community Development approach to health promotion
- ◆ Concepts of health
- ◆ Dimensions of health
- ◆ Behaviours affecting health
- ◆ Factors influencing health choices

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ explain Community Development approach to health promotion
- ◆ explain the social model of health
- ◆ explain the social factors influencing behaviours and health choices
- ◆ identify factors affecting health and well being of individuals.

Assessment Guidelines

This Outcome may be assessed jointly with Outcome 2.

Higher National Unit specification: statement of standards (cont)

Unit title: Community Learning and Development: Promoting Health in the Community

Outcome 2

Explain the links between current policy and practice in health promotion.

Knowledge and/or Skills

- ◆ Current Scottish Government policies
- ◆ Local plans and strategies
- ◆ Links between health professionals and Community Learning and Development practitioners

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ explain the key features of a minimum of two current Scottish Government policies relating to health promotion
- ◆ describe current local plans and strategies for health promotion in community based learning
- ◆ explain the benefits of working in partnership with health professionals.

Assessment Guidelines

The Evidence Requirements for Outcome 2 are assessed in conjunction with those of Outcome 1 by production of an essay or report (written, oral or signed) of approximately 1,500–2,000 words (or equivalent) under open-book conditions.

Higher National Unit specification: support notes

Unit title: Community Learning and Development: Promoting Health in the Community

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

The purpose of the Unit is to develop an understanding of the role of health promotion and the value of partnership working between health professionals and Community Learning and Development practitioners.

Candidates may have already considered what the term Community Development means. They should understand that it is a process that empowers communities to create change which is beneficial to them. It focuses on participation in all stages of work being undertaken and is accomplished by changing the existing relationships between communities, individuals, organisations and institutions from imbalance to one of partnership. (Labonte 1999).

The values underpinning Community Development work as expressed in the National Occupational Standards and by The Standards Council for Community Learning and Development for Scotland should be examined in relation to health promotion.

Candidates need to view health promotion in a broad sense, ie the activities that can improve the health of individuals or communities. The emphasis of health promotion should be on intervention to prevent disease and promote well being rather than relying on treatment of poor health.

The content should include the social model of health which views well being as largely being determined by prevailing social, economic and environmental factors. Individuals and their health should be seen in the context of social relationships. Candidates should explore a range of physiological, behavioural and psychological risk factors and environmental conditions affecting health and well being.

An understanding of health inequality is important. There is wide recognition in Scotland that inequalities in health are prevalent. Inequalities in health are characterised by variations in health experience between different groups ie some groups of people experience poorer health than the majority of the population. Illness is more prevalent among people living in areas of social deprivation and social exclusion and mortality rates are higher. This is due to a combination of factors including poverty, housing, employment and education.

Candidates should be encouraged to research government initiatives related to health promotion. These could include those relating to mental health, sexual health, tobacco and alcohol use, food and nutrition, cancer and physical activity. Current relevant examples include: *A smoking prevention plan, Improving health in Scotland: The Challenge, Better Cancer Care, National Physical Activity Strategy and Let's make Scotland more active.*

Higher National Unit specification: support notes (cont)

Unit title: Community Learning and Development: Promoting Health in the Community

Whenever possible candidates should be encouraged to visit local health projects and forums and attend health conferences. In addition speakers from a range of professionals involved in health promotion could be invited to present their work. Candidates should have an understanding of the work of organisations such as Caledonia Youth where staff will have backgrounds in health or youth work. This will give an understanding of the importance of partnership working.

Scottish Government website www.scotland.gov.uk

Guidance on the delivery and assessment of this Unit

This Unit can be taught prior to candidates undertaking workplace practice or while undertaking workplace practice. Knowledge and skills should be linked to current practice at a local and national level.

Open learning

This Unit could be delivered by open learning. Candidates could study independently using materials provided but they would need to attend the centre for workshops, discussions and assessments. It is important that candidates have the opportunity to discuss and share ideas in relation to health promotion.

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 Communication 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)*.

Opportunities for developing Core Skills

There is no automatic certification of Core Skills in this Unit. However there are opportunities to develop aspects of Communication whilst developing their report. The Core Skill of *Problem Solving* will be developed as the candidate is asked to carry out research and draw conclusions in the assessment. The Core Skill of *Information and Communication Technology (ICT)* will be developed as the candidate will use these skills to research and access information on government initiatives related to health promotion.

Higher National Unit specification: support notes (cont)

Unit title: Community Learning and Development: Promoting Health in the Community

Disabled candidates and/or those with additional support needs

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

History of changes to Unit

Version	Description of change	Date

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General information for candidates

Unit title: Community Learning and Development: Promoting Health in the Community

This Unit is designed to enable you to understand the community development approach to health promotion and identify opportunities for working in partnership with health professionals in community based settings. You will research current national and local health policies and strategies and link these to health promotion practice.

The Unit has two area of study. You will examine models of health, factors influencing behaviours and health choices, factors affecting health and well being and the community development approach to health promotion. You will then examine current policies and strategies relating to health promotion and methods of working in collaboration to promote health improvement.

To achieve this Unit, you will be asked to produce an essay or report (written, oral or signed) of approximately 1,500 to 2,000 words (or equivalent) which demonstrates your understanding of health promotion in the community.

Although there is no automatic certification of Core Skills in this Unit there are opportunities to develop aspects of *Communication* whilst producing your report. The Core Skill of *Problem Solving* will be developed as you will be asked to carry out research and draw conclusions in the assessment. The Core Skill of *Information and Communication Technology (ICT)* will be developed as you will use these skills to research and access information on government initiatives related to health promotion.