



Higher National Unit specification

General information

Unit title: Strategies for Child Health (SCQF level 7)

Unit code: H995 34

Superclass: PA

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Version: 01

Unit purpose

This Unit has been developed to enable learners to gain an understanding of factors which influence child health and the importance of an integrated approach. Learners will also investigate socio-economic factors and barriers to children's health and wellbeing and develop an understanding of current government policy and explore health promotion strategy.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Develop a knowledge and understanding of factors which affect the health and wellbeing of children.
- 2 Investigate the health promotion strategies designed to promote the health and wellbeing of children.

Credit points and level

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

Recommended entry to the Unit

Learners for this Unit should have effective communication and interpersonal skills and be able to use these skills to give an account of their experiences, reflect on them, make valid conclusions and express strengths and development needs, both personal and organisational.

Higher National Unit Specification: General information (cont)

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Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for 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.

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit specification: Statement of standards

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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.

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. Learners 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

Develop a knowledge and understanding of factors which affect the health and wellbeing of children.

Knowledge and/or Skills

- ◆ The nature and impact of factors that may affect the health, wellbeing and development of children
- ◆ Socio economic factors that impact on the development, health and wellbeing of children
- ◆ Child health screening and surveillance
- ◆ Factors that promote positive health and wellbeing of children

Outcome 2

Investigate the health promotion strategies designed to promote the health and wellbeing of children.

Knowledge and/or Skills

- ◆ Government policies in relation to the health and wellbeing of children and young people
- ◆ Health promotion strategies to support children and families
- ◆ Collaborative working in developing and implementing strategies for child health

Higher National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or skills across all Outcomes by showing that they can:

- ◆ discuss health factors that affect normal growth and development in children.
- ◆ explain barriers to health and wellbeing.
- ◆ explore socio-economic factors that impact on the development, health and wellbeing of children.
- ◆ demonstrate an understanding of child health screening and surveillance.
- ◆ demonstrate an understanding of health promotion.
- ◆ identify the key government objectives in promoting children's health and wellbeing, including those for maternal health and well-being.
- ◆ explain the rationale for these objectives being a priority for the government and investigate current government policies/legislation in relation to health and wellbeing
- ◆ describe the influence of health promotion and illness prevention strategies on children's health and wellbeing.
- ◆ recognise the need for integrated and collaborative working in developing and implementing strategies for child health.



Higher National Unit Support Notes

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Unit Support Notes are offered as guidance and 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 is designed to develop the learners Knowledge and Understanding of the factors that influence children's health and wellbeing and the current government legislation, initiatives and national policies and guidelines involved in developing and implementing integrated strategies for Child Health.

Learners should recognise that under the UN Convention on the Rights of the Child, all children have the right to achieve their developmental potential and to sustain the highest possible standard of health. They also have a right to appropriate health services to facilitate attainment of these goals. (ISD Scotland 2015).

Outcome 1

This Outcome requires the learner to understand the range of factors that can influence children's health and wellbeing and understand the 'barriers' to health that can prevent positive outcomes.

They should consider why the health outcomes for some groups in society differ greatly from others. The learner should explore a variety of different factors and inequalities that impact the health/wellbeing of the pregnant woman, the unborn child and the child.

Learners should consider economic, social, cultural and environmental influences and be encouraged to take a holistic view by considering not only the external influences that affect health and health choices but also the physical, mental, emotional, social, spiritual and societal health of an individual (the *determinants* of health). They should also demonstrate some understanding of the benefits of prevention or early intervention in diagnosing and treating illness and explore genetic, developmental factors and illness.

Learners must consider this in the context of what good health means for individuals, compare and contrast the influences that determine good or poor health outcomes, and be able to understand and explain how these factors can determine the effect of poor health choices for maternal and child health.

Learners should be able to recognise and explain the effects of housing, poverty, environment, education, parenting skills, nutrition, play, and access to health facilities (including dental care) have in relation to maternal and child health and wellbeing.

Higher National Unit Support Notes (cont)

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Learners should be aware that these issues are complex and that the solutions are also complex and require inter-organisations planning and working to tackle them. The following may be helpful:

- ◆ Equally Well: Report of the Ministerial Task Force on Health Inequalities
- ◆ Achieving our Potential: A Framework to Tackle Poverty and Income Inequality in Scotland
- ◆ Early Years Framework
- ◆ Child Poverty Strategy for Scotland
- ◆ Children and Young People (Scotland) Act 2014
- ◆ Good Places Better Health for Scotland's Children

Outcome 2

This Outcome requires that learners understand and can discuss a range of legislation, national and local policies and initiatives. Learners should be to identify the key current government objectives in working to promote children's health and wellbeing. This should be in the context of exploring the health inequalities and relating the knowledge gained from Outcome 1. The learner should be able to discuss and explain why there is an emphasis on early years taking into consideration the influences occurring early on in life. An overview of the Early Years framework and the work of the Early Years Collaborative would be useful and they should also explore the following:

- ◆ Getting It Right for Every Child (GIRFEC)
- ◆ Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families (2010)
- ◆ Health for All Children 4: A guide to implementation in Scotland
- ◆ A New Look at Hall 4 — the early years, good health for every child
- ◆ Better Health, Better Care
- ◆ Delivering a Healthy Future
- ◆ Towards a Healthier Scotland
- ◆ Mental Health Strategy for Scotland
- ◆ Maternal and Infant Nutrition Framework for Action
- ◆ National Parenting Strategy
- ◆ Curriculum for Excellence

This list is by no means exhaustive and the learners should explore a wide range of policies and local initiatives. They should be able to discuss the wider issues of why these are of primary importance to the Government and to health and social care professionals in improving maternal and child health.

Higher National Unit Support Notes (cont)

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Learners should also be aware that NHS Scotland provides a universal health promotion programme to all children and their families known as the **child health programme**. Delivery of the child health programme is supported by three universal child health information systems and learners should be familiar with:

- ◆ Child Health Systems Programme Pre School (CHSP Pre-School)
- ◆ Child Health Systems Programme School (CHSP School)
- ◆ Scottish Immunisation and Recall System (SIRS)
- ◆ UK Childhood Immunisation Schedule

isdscotland.org/Health-Topics/Child-Health

www.immunisationscotland.org.uk

Guidance on approaches to delivery of this Unit

This Unit is most likely to be studied by learners undertaking the Group Award. The Knowledge and Skills highlighted within this Unit provide a theoretical and practical base for further study. Each Outcome is mutually supportive of each other and builds on Knowledge and Skills in a sequential way. An understanding of each of the Outcomes will be required in order to evidence all the Outcomes of this Unit.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Outcomes for this Unit will be assessed holistically.

This could be assessed through one integrated project that allows the learner to demonstrate their knowledge and understanding of the importance of integrated strategies for children's health and wellbeing. This would also allow the learner to demonstrate their knowledge in relation to the challenges facing the government, local authorities, the NHS and individuals in improving children's health and wellbeing, and their understanding of the factors that influence children's health.

Higher National Unit Support Notes (cont)

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Opportunities for 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 social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

Communication: Convey complex ideas in a well-structured and coherent form through assignments. Learners will use a range of forms of communication effectively in both familiar and new contexts.

Oral Communication can be demonstrated through class-based discussions and presentations. Written Communication can be via written assessments and/or reflective accounts of their practice which show interaction between the worker and individuals receiving care.

Information and Communication Technology (ICT): The use of standard applications to obtain and process information and data as required. While this is not a mandatory requirement for the Unit learners should be encouraged to develop these skills by using technology to present their assignments for the Unit.

Working with Others: Consideration should be given to the responsibility of self and others to understand the situation of working with strategies to improve child health.

History of changes to Unit

Version	Description of change	Date

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General information for learners

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This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit has been designed to help you demonstrate an understanding of the factors that can affect children's health and wellbeing. You will explore physical, psychological and socio economic influences and the impact they have on child health. There is also an opportunity to investigate government initiatives and health promotion strategies designed to improve outcomes for children's health and wellbeing.

You will:

- ◆ learn about the range of factors that affect the ability of individuals, communities and society to improve children's health and wellbeing.
- ◆ explore the influences of society, environment, culture and lifestyle on children's health and wellbeing.
- ◆ explain the impact of these in relation to health, life chances and opportunities for children.
- ◆ understand the rights that children have to achieve their developmental potential and to sustain the highest possible standard of health.
- ◆ understand and discuss a range of legislation, national and local policies and initiatives.
- ◆ identify the key current government objectives in working to promote children's health and wellbeing in the context of exploring health inequalities.