

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

Unit code: F88H 75

Superclass: PA

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Unit purpose

This unit has been designed as a mandatory unit of the National 5 Health Sector Course, but can also be taken as a freestanding unit. It is suitable for learners who have no previous experience of the health sector.

The unit is designed to introduce learners to the wide range of options available in the health sector that help tackle current health and lifestyle issues. It introduces learners to the health and safety risks to workers in the health sector and the importance of a healthy lifestyle. Also, through team working, learners will give advice in relation to the promotion of health.

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.

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Outcomes

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

- 1 Investigate a current health and lifestyle issue and the range of options available from the health sector to help address the issue.
- 2 Describe the risks of working in the Health Sector and explain the importance of a healthy lifestyle for health sector workers.
- 3 Participate as part of a team to give health promotion advice on a current health and lifestyle issue.

Credit points and level

1 National unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5)

Recommended entry to the unit

Entry to this unit is at the discretion of the centre.

Core Skills

Achievement of this unit gives automatic certification of the following:

Complete Core skill	None
Core Skill component	Working Co-operatively with Others at SCQF level 4

There are also opportunities to develop aspects of Core Skills which are highlighted in the support notes for this unit specification.

Context for delivery

If this unit is delivered as part of a course, it is recommended that it should be taught and assessed within the subject area of the course to which it contributes.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

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.

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.

Outcome 1

Investigate a current health and lifestyle issue and the range of options available from the health sector to help address the issue.

Performance Criteria

- (a) Identify a current health and lifestyle issue and describe the effects on health.
- (b) Identify and describe a range of options available from the health sector provision to address the health and lifestyle issue.
- (c) Explain the advantages and disadvantages of each option.

Outcome 2

Describe the risks of working in the health sector and explain the importance of a healthy lifestyle for health sector workers.

Performance Criteria

- (a) Describe the main health and safety risks for health sector workers.
- (b) Explain the benefits of a healthy lifestyle for health sector workers.
- (c) Explain why psychological wellbeing is important for health sector workers.

Outcome 3

Participate as part of a team to give health promotion advice on a current health and lifestyle issue.

Performance Criteria

- (a) Contribute constructively to the group planning discussions.
- (b) Agree roles and responsibilities for each member of the team.
- (c) Contribute constructively to giving the health promotion advice in an agreed role.
- (d) Review and evaluate own contribution, taking account of feedback from others.

National unit specification: Statement of standards (cont)

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Evidence requirements for this unit

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria.

Outcome 1 — Written and/or oral evidence

Evidence for Outcome 1 will be gathered in open-book conditions at appropriate points throughout the unit. Evidence will be gathered in a candidate folio.

Learners will investigate a health and lifestyle issue and the wide range of options available from the health sector to help address the issue. Learners will be given a brief for the investigation.

Learners are required to:

- ◆ identify a current health and lifestyle issues and describe the effects on health
- ◆ identify and describe **three** options available from the health sector provision to address the health and lifestyle issue
- ◆ explain **one** advantage and one disadvantage of **each** option

Learners must organise and present findings in an appropriate format. A template for the investigation will be provided.

The health and lifestyle issue will be chosen from the range below:

- ◆ diet
- ◆ physical fitness
- ◆ stress
- ◆ smoking
- ◆ heart disease
- ◆ substance misuse

National unit specification: Statement of standards (cont)

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The provision will be chosen from the range below:

- ◆ National Health Service — primary care
- ◆ National Health Service — secondary care
- ◆ independent healthcare
- ◆ complementary therapies
- ◆ life sciences industry
- ◆ retail pharmaceutical industry
- ◆ community and voluntary sector

Outcome 2 — Written and/or oral evidence

Evidence for Outcome 2 will be gathered at an appropriate point in the unit. Evidence will be gathered under supervision in open-book conditions with learners having access to notes.

Learners will describe the risks of working in the health sector and the importance of a healthy lifestyle for health sector workers.

Learners are required to:

- ◆ describe **three** health and safety risks for health sector workers
- ◆ explain **three** benefits of a healthy lifestyle for health sector workers
- ◆ explain **two** reasons why psychological well-being is important for health sector workers

Examples of health and safety risks and the benefits of a healthy lifestyle are provided in the support notes.

Outcome 3 — Performance and written and/or oral evidence

Learners will be required to participate as part of a team to give health promotion advice on a current health and lifestyle issue to a given brief.

Learners are required to:

- ◆ contribute constructively to the group planning discussions
- ◆ agree roles and responsibilities for each member of the team
- ◆ contribute constructively to giving the health promotion advice in an agreed role

An assessor observation checklist must be used to support the performance evidence for Performance Criteria (a), (b) and (c).

National unit specification: Statement of standards (cont)

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For performance criterion (d) learners are required to produce written and/or oral evidence to:

- ◆ review and evaluate own contribution, taking account of feedback from others
- Evidence will be gathered under supervision in open-book conditions.

The Assessment Support Pack (ASP) provided for this unit illustrates the standard that should be applied. It contains an investigation pro forma, candidate brief, a series of structured questions and an assessor observation checklist. If a centre wishes to design its own assessments for this unit, they should be of a comparable standard.

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this unit. Employability is a key aspect of Skills for Work and is present throughout the unit. In addition, there are a number of other skills that learners will be expected to improve on and develop as they undertake this unit, these can be drawn from the main skills areas listed below. These must be built into the unit where there are appropriate opportunities.

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

- 4.3 Working with others

5 Thinking skills

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

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *National unit support notes*.

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 has been designed as a mandatory unit of the National 5 Health Sector Course, but can also be taken as a freestanding unit. It is suitable for learners who have no previous experience of the health sector.

The unit is designed to introduce learners to the wide range of options available in the health sector that help tackle current health and lifestyle issues. It introduces learners to the health and safety risks to workers in the health sector and the importance of a healthy lifestyle. Also, through team working, learners will give advice in relation to the promotion of health.

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.

Outcome 1

This outcome is intended to introduce learners to current health and lifestyle issues affecting health and the wide range of options available within the health sector to address specific lifestyle issues such as body weight or stress. Learners should be made aware that prevention is always the best policy. Varied options to tackle lifestyle issues are offered by different types of provision within the health sector.

For example, around 58% of all adults in the UK are overweight or obese and the main cause of obesity is an inappropriate combination of food choices and/or exercise levels. The options available to treat obesity from the range of health sector provision include increased exercise, drug therapy, surgery, special diets, slimming clubs, slimming foods, alternative therapies such as acupuncture or hypnotherapy and lifestyle changes. Learners are asked to identify advantages and disadvantages of different options available to individuals in relation to a specific lifestyle issue.

For example, the options available to tackle stress from the range of health sector provision include drug therapy, counselling and psychotherapy, health education and lifestyle changes and alternative therapies such as aromatherapy massage.

The investigation will be recorded in a candidate portfolio and include all performance criteria specified. The folio could be presented in a variety of formats, eg a presentation, display, poster or leaflet. Learners should be encouraged to identify ways in which their folio or presentation of information reflects and promotes equality and diversity. This could include the use of signs, symbols, pictures etc. The types of provision and range lifestyle issues are provided within the evidence requirements.

National unit support notes (cont)

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Outcome 2

This outcome is intended to provide an introduction to health and safety risks faced by workers in the health sector and the importance of workers maintaining a healthy lifestyle in order to minimise the risks to their personal health. It should be stressed to learners that the purpose of the health sector is not simply to treat illness but to promote and encourage healthy lifestyles to prevent disease.

The main health and safety risks to workers in the health sector are:

- ◆ infection and cross infection
- ◆ needlestick injuries
- ◆ moving and handling
- ◆ hazardous substances
- ◆ slips, trips and falls
- ◆ violence
- ◆ stress

The major causes of absence from work are musculo-skeletal disorders, eg back injuries and mental health problems, eg stress and depression. Learners should be encouraged to consider their own lifestyle and the demands and requirements of working in the health sector.

The benefits of a healthy lifestyle include:

- ◆ decreased likelihood of developing heart disease, diabetes and certain cancers
- ◆ longer life expectancy
- ◆ fewer episodes of illness
- ◆ fewer accidents and back injuries at work
- ◆ physical, emotional and psychological wellbeing

Outcome 3

This outcome is intended to provide learners with an opportunity to work in a group to give health promotion advice in a real or simulated health setting. The advice produced could relate to one of the topics studied in Outcome 1 or 2. The health promotion advice could be produced in a variety of formats such as a talk, slide show, presentation, leaflet, poster, display etc. The learners could present the health promotion advice to other members of the class.

National unit support notes (cont)

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In this unit learners will generate evidence for the following employability skills:

- ◆ positive attitude to learning and the workplace
- ◆ self-respect and respect and consideration for others
- ◆ understanding of roles and responsibilities in the workplace
- ◆ contribute to team work
- ◆ understanding of health and safety
- ◆ understand and seek clarification of instructions
- ◆ demonstrate an awareness of organisational standards for appearance and behaviour
- ◆ reflecting on own abilities

Although not directly assessed in this unit, there are also opportunities to develop the following employability skills:

- ◆ awareness of equality and diversity
- ◆ implementation of infection control procedures
- ◆ understanding of organisational principles and values in the health sector

These skills can be practised in real or simulated workplace environments.

Guidance on approaches to delivery of this unit

Outcome 1

Learners should be given a brief from the teacher/lecturer to facilitate their research to ensure they gather the correct information required. The information should be gathered from a variety of sources including:

- ◆ health promotion websites
- ◆ health promotion leaflets
- ◆ newspaper and magazine articles and advertisements
- ◆ interviews with community health practitioners
- ◆ visiting speakers

It may be beneficial for learners to work in groups and share information although the final investigation must be the candidate's own work. Learners should discuss and agree with the teacher/lecturer a suitable format for presenting the information. Initial discussions can be carried out in groups and whole class expositions.

Outcome 2

The importance of working safely to minimise risks to health and safety should be stressed.

National unit support notes (cont)

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Outcome 3

Learners may need some guidance on what it means to work co-operatively as part of a team. Participating as part of a team to present the information may be an opportunity for learners to increase their self-confidence. There is the opportunity for learners to practise and develop skills of verbal and non-verbal communication, planning and respect and consideration for others. The language and materials used throughout should promote equality and diversity and avoid cultural stereotypes.

Delivery of this unit could incorporate a variety of teaching and learning methods including:

- ◆ teacher/lecturer presentations and demonstrations
- ◆ group work and discussions
- ◆ handouts
- ◆ visiting speakers
- ◆ workplace visits
- ◆ practical activities
- ◆ individual and group research
- ◆ internet searches
- ◆ interviews with health professionals/patients/relatives

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.

Outcome 1

The evidence will be gathered in an individual folio of evidence which will include information on current health and lifestyle issues.

The information will include:

- ◆ identification of **two** health and lifestyle issues and description of the effects on health.
- ◆ identification and description of **three** options to address **one** current health and lifestyle issue.
- ◆ explanation of **one** advantage and **one** disadvantage of **each** option.

The evidence will be gathered in open-book conditions at appropriate points in the unit.

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 Skills

In this unit learners will be involved in an investigation and a group activity. There will be opportunities for learners to work with others which could enable them to develop effective communication and interpersonal skills.

This unit has the Working Co-operatively with Others component of Working with Others embedded in it. This means that when learners achieve the unit, their Core Skills profile will also be updated to show they have achieved Working Co-operatively with Others at SCQF level 4.

If the candidate uses a computer while undertaking any part of this unit, they will have the opportunity to develop *Information and Communication Technology (ICT)* skills.

General information for learners

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

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.

In this unit you will investigate a current health and lifestyle issue and the range of options available from the health sector to help address the issue. You will learn about the health and safety risks to workers in the health sector and the importance of a healthy lifestyle. Also, through team working, you will give advice in relation to the promotion of health.

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.

This unit has the Working Co-operatively with Others component of Working with Others embedded in it. This means that when you achieve the unit, your Core Skills profile will also be updated to show you have achieved Working Co-operatively with Others at SCQF level 4.

There will be opportunities for learners to work with others which could enable them to develop effective communication and interpersonal skills.

If you use a computer while undertaking any part of this unit, you will have the opportunity to develop *Information and Communication Technology (ICT)* skills.

Administrative information

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Superclass: PA

History of changes to National unit specification

Version	Description of change	Date
4	Core Skills Component Working Co-operatively with Others at SCQF level 4 embedded.	13/09/17
3	Units moved into a new template and re-coded to align with corresponding course 2 code. No change to unit content.	Feb 17

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Note: readers are advised to check SQA's website: www.sqa.org.uk to ensure they are using the most up-to-date version of the unit specification.

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