

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

**Hanover House
24 Douglas Street
GLASGOW G2 7NQ**

NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number-	0081227	-Session-1988-89
-Superclass-	HJ	

-Title-	HEALTH CHOICES 2
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-DESCRIPTION-

Purpose This module is one of a range which provides breadth and balance in programmes of learning. The descriptor should be read in conjunction with the Guidelines for Personal and Social Development Modules.

Personal and Social Development Modules are designed to develop:

- task management skills (planning, organising and decision making);
- interpersonal and group skills;
- self awareness, self reliance and self confidence;
- the ability to seek and use appropriate knowledge.

These aims have vocational as much as personal and social relevance.

The particular purpose of this module is to provide a framework for students to develop planning and organisational skills and self awareness through health and fitness activities. It provides opportunities for students to plan and undertake a health and fitness programme appropriate for individual or group needs and increase understanding and awareness of the implications of health and fitness activities for personal development.

This module should be read in conjunction with 81226 Health Choices I, which sets less demanding targets for students.

This module features a limited degree of tutor support.

Tutor denotes the individual leading the learning programme in an education or training context.

Preferred
Entry Level

81226 Health Choices I or any level 1 PSD module
or
61002 Communications 2
or
Standard Grade in Social and Vocational Skills at 4.

Learning
Outcomes

The student should:

1. plan a health and fitness programme with limited support;
2. undertake a health and fitness programme under limited supervision;
3. review the contribution of the knowledge and skills gained to his/her personal development.

Content/
Context

Corresponding to Learning Outcomes 1-3:

1. Health and fitness is considered to be a state of complete physical, mental and social well-being. Throughout the module the emphasis is on active approaches to maximise the individual's appreciation of and access to health and fitness.

Before preparing a personal plan for health and fitness the student should consider choices in behaviour and attitude as well as the social conditions which influence these choices. As part of a personal programme, the students should define learning goals, identify information sources, resources and possible contacts and draw up a plan of action. The programme should remain flexible to take account of new insights and interests which develop in the course of the module. Students should be aware of any factors which affect the operation of the module -available facilities, available expertise, financial constraints, varying individual needs. The students should be encouraged to consider the many factors which affect personal health and fitness - family stress, unemployment, relationships, returning to study etc. and to take these into account when making health choices.

2. The scope for a health and fitness programme is wide-ranging and individuals and groups should be encouraged to undertake a variety of activities. These may include investigation of chosen health topics, research, questionnaires, audio and video recordings, presentations/demonstrations by specialists, visits to community groups and facilities, participation in leisure and outdoor pursuits. Since a proportion of any health and fitness programme will take place out of centre, students should have a clear framework in which to operate. Procedures on reporting, time-keeping, Health and Safety etc. should be agreed and given prominence as life skills in the context of a health and fitness module.

Each individual or group should organise resources to carry out the programme, undertake any necessary organisation, implement the programme and keep a record of all procedures and activities, under limited supervision.

Each individual should maintain a folder throughout the module as specified in the Assessment Procedures.

3. Students should reflect on the range of information and experience offered by the Health Choices Module, coping with new situations, planning, task-management skills, giving/accepting support, new pursuits, interpersonal skills. Regular discussion should take place between tutor and individuals/groups concerning progress towards personal targets. Consideration should also be given to the future/long term planning for health and fitness.

Suggested
Learning and
Teaching
Approaches

Involving students in the decisions which affect them is valuable for personal development as well as a powerful motivating factor. The areas for negotiation in this module include an extensive choice of topics and activities, methods of operations, group/individual participation.

The following learning and teaching approaches are suggested:

- (a) Induction to the module including explanation of the key features of the module and establishing working relationships.
- (b) Identification of previous and current behaviour and attitudes to health and fitness to be shared in group discussion.

- (c) Establish knowledge of selected health and fitness topics e.g. diet, dependence, preventative medicine, stress, exercise, contraception etc. Consideration of the factors which influence choices in life-style should also be encouraged, for example age, circumstances, social pressure, financial constraints, environment.

This can be achieved through a variety of methods - visits, speakers, videos, demonstrations, research. The choice of topics and approach should relate to individual/group targets and should promote in the student an active participative approach and not a theoretical one.

- (d) Each individual identifies his/her own personal choices for health and fitness. Students should devise the programme to include long and short term objectives but will modify and expand these as his/her understanding and interests develop.

Steps (c) and (d) should be integrated to allow maximum flexibility in the learning programme.

- (e) The context of health and fitness provides opportunities for the practise of interpersonal skills e.g. sharing ideas, accommodating the needs of others, offering and accepting support, dealing with specialist external agencies etc.

- (f) Where possible the implementation of the programme and progress towards targets should be considered and discussed by the group as a whole. The gaining and sharing of knowledge and experience is valuable, providing motivation and support and may encourage others to attempt targets which they previously might have felt were beyond their capabilities.

- (g) Each student should complete a review sheet on his/her programme.

- (h) Tutors should make clear to students how the end of programme interviews will be conducted and identify topics for discussion - implementation of plan, difficulties encountered, strengths and weaknesses, progress towards targets, expression of personal feelings and reactions to the skills and knowledge gained, future plans for personal health and fitness.

Decisions are reached on Learning Outcomes and where necessary, remediation needs identified.

Assessment Procedures: Acceptable performance in the module is satisfactory achievement of all the Performance Criteria specified for each Learning Outcome.

The following abbreviations are used below:

LO Learning Outcome

IA Instrument of Assessment

PC Performance Criteria

IA Practical Exercise and Personal Interviews

In the practical exercise the student is required to plan and complete a health and fitness programme during which he/she should assemble a folder of assessment evidence in relation to the Learning Outcomes indicated below.

Personal interviews are central to the assessment and will be used to explore the student's experience and development. Personal interviews will be conducted by the tutor and will usually take place on an individual basis but can also be undertaken as a group exercise, at the discretion of the tutor. Interviews may take place on an ongoing basis throughout the module or towards the end of the module.

The interview should focus on the Performance Criteria for each Learning Outcome and should draw on relevant assessment evidence from the student's folder.

LO1 Planning Sheet Programme of Activities

LO2 Log Sheet

LO3 Review Sheet

LO1 PLAN A HEALTH AND FITNESS PROGRAMME WITH LIMITED SUPPORT

PC The student:

- (a) clearly expresses his/her health choices in relation to health and fitness;
- (b) defines goals;
- (c) collects relevant information to aid planning;
- (d) selects health and fitness topics;
- (e) devises a personal health and fitness programme;
- (f) identifies potential problems and suggests solutions;
- (g) reviews the feasibility of the programme and adjusts as necessary.

IA Personal Interview which focuses on the above performance criteria and draws on evidence provided by the Planning Sheet and Programme of Activities.

LO2

UNDERTAKE A HEALTH AND FITNESS PROGRAMME UNDER LIMITED SUPERVISION

PC The student:

- (a) implements the programme under limited supervision;
- (b) consistently records learning in the chosen activities;
- (c) reviews progress towards defined goals;
- (d) establishes co-operative relationships to further the aims of the programme;
- (e) reports on the programme in terms of its arrangements.

IA Personal Interview which focuses on the above performance criteria and draws on evidence provided by the Log Sheet.

LO3

REVIEW THE CONTRIBUTION OF THE KNOWLEDGE AND SKILLS GAINED TO HIS/HER PERSONAL DEVELOPMENT

PC The student:

- (a) critically reviews his/her own progress towards defined goals;
- (b) gives a detailed statement of learning achieved;
- (c) critically reviews his/her use of interpersonal skills during the programme;
- (d) clearly expresses personal feelings and reactions to learning achieved;
- (e) outlines future plans in relation to health and fitness.

IA Personal Interviews which focuses on the above performance criteria and draws on evidence provided by the Review Sheet.