



National Unit Specification: general information

UNIT Health Sector: Health Awareness (Intermediate 1)

CODE F598 10

SUMMARY

This Unit has been designed as a mandatory Unit of the Intermediate 1 Health Sector Course, but can also be taken as a freestanding Unit. It is suitable for candidates who have no previous experience of the health sector.

This Unit will provide candidates with a basic introduction to the structure and functions of the main body systems. Through team working, candidates will provide advice in relation to the promotion of health.

Candidates will participate in a practical activity which will help to develop knowledge and skills in taking a physiological measurement.

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.

OUTCOMES

- 1 Investigate the main body systems.
- 2 Participate in a practical activity which involves taking a physiological measurement.
- 3 Work as a member of a team to produce health promotion advice to a given brief.

Administrative Information

Superclass: PA

Publication date: February 2009

Source: Scottish Qualifications Authority

Version: 01

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RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4*).

**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

There is no automatic certification of Core Skills in this Unit. Opportunities for developing aspects of Core Skills are highlighted in Guidance on Learning and Teaching Approaches for this Unit.

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 the main body systems.

Performance Criteria

- (a) Identify the main body systems.
- (b) Identify the major components of the main body systems.
- (c) Identify the locations of the major components of the main body systems.
- (d) Describe the function of the main body systems.

OUTCOME 2

Participate in a practical activity which involves taking a physiological measurement.

Performance Criteria

- (a) Arrive on time and dressed appropriately.
- (b) Select the appropriate equipment for the activity.
- (c) Follow instructions provided.
- (d) Comply with health and safety procedures throughout the activity.
- (e) Record findings according to organisational standards.

OUTCOME 3

Work as a member of a team to produce health promotion advice to a given brief.

Performance Criteria

- (a) Contribute constructively to group discussions to agree the topic and format of the health promotion advice.
- (b) Agree roles and responsibilities for each member of the team.
- (c) In an agreed role, contribute constructively to the production of the health promotion advice.
- (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

Written and/or recorded oral evidence and performance evidence which covers all Outcomes and Performance Criteria is required for this Unit.

Outcome 1 — Written and/or Oral evidence

Evidence for Outcome 1 will be gathered at an appropriate point during the Unit. Evidence will be gathered under supervision in open-book conditions.

Candidates are required to demonstrate that they can:

- ◆ identify **three** main body systems
- ◆ identify **three** major components of **three** body systems
- ◆ identify the location of **one** major component from each of **three** body systems
- ◆ describe the function of **three** body systems

Outcome 2 — Performance Evidence of a Practical Activity

Candidates will demonstrate the achievement of all Performance Criteria during a practical activity.

Candidates are required to:

- ◆ arrive on time and dressed appropriately
- ◆ select the appropriate equipment for the activity
- ◆ follow instructions provided
- ◆ comply with all health and safety procedures throughout the activity
- ◆ record findings according to organisational guidelines

An assessor observation checklist must be used to support the performance evidence.

The practical activity will be carried out either in a real or simulated health sector environment. Further guidance on an appropriate practical activity can be found in the support notes.

Outcome 3 — Performance and written/oral evidence

Candidates will be required to participate as part of a team to produce health promotion advice to a given brief.

Candidates are required to:

- ◆ contribute constructively to the group planning discussions
- ◆ agree roles and responsibilities for each member of the team
- ◆ contribute constructively to the production of 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) candidates are required to produce written/oral evidence to:

- ◆ review and evaluate own contribution, taking account feedback of others

Evidence will be gathered in supervised open-book conditions.

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It contains a candidate brief, a series of structured questions and assessor observation checklist. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

National Unit Specification: support notes

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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

This Unit has been designed as a mandatory Unit of the Intermediate 1 Health Sector Course, but can also be taken as a freestanding Unit. It is suitable for candidates who have no previous experience of the health sector.

This Unit will provide candidates with a basic introduction to the structure and functions of the main body systems. Through team working, candidates will provide advice in relation to the promotion of health.

Candidates will participate in a practical activity which will help to develop knowledge and skills in taking a physiological measurement.

The health sector includes the National Health Service (NHS) (primary and secondary care), independent healthcare, complementary therapies, the life science and retail pharmaceutical industries and the community and voluntary sector.

Outcome 1

This Outcome is intended to provide candidates with a broad understanding of the structure and function of the main body systems. Candidates should be made aware of the main body systems, major components and main functions, which are listed below:

Respiratory system

Structure — nose, trachea, lungs, diaphragm

Function — breathing

Cardio-vascular system

Structure — heart, arteries, veins, capillaries

Function — circulation of blood

Musculo-skeletal system

Structure — bones, joints, cartilage and muscle

Function — bone growth and repair, joint movement

Nervous system

Structure — brain, spinal cord, nerves

Function — senses sight hearing taste smell etc

Digestive system

Structure — mouth, oesophagus, stomach, small and large bowel, liver and gall bladder

Function — digestion, absorption, elimination

National Unit Specification: support notes (cont)

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Endocrine System

Structure — pituitary gland, thyroid gland, adrenal glands, pancreas, ovaries/testes

Function — production of hormones

Candidates should be able to identify and locate the major components.

Outcome 2

This Outcome is intended to provide candidates with opportunities to demonstrate specified employability skills within a practical activity. The physiological measurement could relate to a body system in Outcome 1. Teachers/lecturers must ensure that the dignity and privacy of all individuals are respected when candidates are carrying out practical activities. The practical activity will have to be risk assessed by a competent person to ensure that all Health and Safety requirements are complied with. Teachers/lecturers must also ensure that candidates comply with infection control guidelines and protocols.

Examples of relevant practical activities could include:

- ◆ measurement of temperature, pulse, respiration
- ◆ measurement of blood pressure
- ◆ measurement of height, weight, body mass index
- ◆ sight tests, hearing tests, pupil response, reflexes, balance and co-ordination

Employability Skills

In this Unit candidates will generate evidence for the following employability skills:

- ◆ self respect and respect and consideration for others
- ◆ willingness to listen to others and respond constructively to feedback
- ◆ understanding of roles and responsibilities in the workplace
- ◆ willingness to contribute to team work
- ◆ reflecting on own abilities
- ◆ ability to follow instructions
- ◆ awareness of organisational standards for appearance and behaviour
- ◆ awareness of organisational standards for quality

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

- ◆ positive attitude to learning and the workplace
- ◆ awareness of equality and diversity
- ◆ awareness of health and safety
- ◆ awareness of the importance of maintaining confidentiality
- ◆ awareness of infection control procedures
- ◆ understanding of care values

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

National Unit Specification: support notes (cont)

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Outcome 3

This Outcome is intended to provide candidates with an opportunity to work in a group to produce health promotion advice. The advice produced could relate to one of the body systems studied in Outcome 1. Examples of relevant health promotion topics are listed below:

- ◆ safety in the sun
- ◆ effects of smoking
- ◆ effects of alcohol
- ◆ healthy eating
- ◆ benefits of regular exercise
- ◆ benefits of immunisation
- ◆ mental health and well-being

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Outcome 1

Candidates should be introduced to the main body systems using a variety of teaching materials including anatomical models, illustrations, computer simulations and multimedia presentations.

Candidates are required to identify and locate the components of the main body systems and are not expected to have an in-depth knowledge of anatomy.

Outcome 2

Experiential learning is the main approach recommended for this Outcome. This involves learning through practical experiences and activities. The activities should be undertaken in a real or simulated work environment. The teacher/lecturer should provide a demonstration on the safe and correct method of using equipment prior to candidates undertaking any practical activity. Candidates should be introduced to the accepted methods of recording measurements in relation to physiology.

Outcome 3

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

- ◆ health promotion websites
- ◆ health promotion leaflets
- ◆ interviews with community health practitioners
- ◆ visiting speakers

National Unit Specification: support notes (cont)

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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

Teachers/lecturers should stress to candidates when producing the health promotion advice, that individuals have the right to make informed choices and manage potential risks in relation to their own personal health and well-being. Sensitivity and non judgemental attitudes in the content and language used should be encouraged.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will be involved in a group activity and a practical activity. There will be opportunities for candidates to work with others which could enable them to develop effective communication and interpersonal skills. There may be opportunities for candidates to develop the Core Skill of *Working with Others* as they plan and carry out an activity as part of a group. If the candidate uses a computer while undertaking any part of this Unit, they will have the opportunity to develop Information Technology skills.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Outcome 1

The evidence will be produced in supervised open conditions. The evidence will be produced by candidates on their own at an appropriate point during the Unit. Evidence could be gathered in response to a series of structured questions within a time limit of one hour.

Outcome 2

Performance evidence for Outcome 2 should be based on a practical activity, specified by the teacher/lecturer, which must be observed using an observation checklist.

Candidates should be given the opportunity to practise the skills before being assessed.

National Unit Specification: support notes (cont)

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Outcome 3

The process by which the advice is produced is the important part of this Outcome — the final product is not assessed. Each group will decide the format of their finished product and each candidate must contribute to the final product as part of the process.

Performance evidence for Outcome 3 PC (a), (b) and (c) will be based on observation of each team member's ability to work cooperatively. An assessor observation checklist must be used to support the performance evidence.

For Performance Criterion (d) candidates are required to produce written/oral evidence.

When this Unit is being taken as part of the Intermediate 1 Health Sector Course, opportunities will arise for the candidate to review and evaluate their own contribution as part of the review process in Outcome 3 of the Unit *Health Sector: An Introduction (Intermediate 1)*.

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It contains a 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.

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 communications 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)*.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).