

Unit title: Health Sector: Health Awareness (National 4)

Unit code: F598 74

Superclass: PA

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Unit purpose

This unit has been designed as a mandatory unit of the National 4 Health Sector Course, but can also be taken as a free-standing unit. It is suitable for learners who have no previous experience of the health sector.

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

Learners 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

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

- 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.

Unit title: Health Sector: Health Awareness (National 4)

Credit points and level

1 National unit credit at SCQF level 4: (6 SCQF credit points at SCQF level 4)

Recommended entry to the unit

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

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 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

Unit title: Health Sector: Health Awareness (National 4)

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)

Unit title: Health Sector: Health Awareness (National 4)

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 at an appropriate point during the unit. Evidence will be gathered under supervision in open-book conditions.

Learners 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

Learners will demonstrate the achievement of all performance criteria during a practical activity. Learners 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.

National unit specification: Statement of standards (cont)

Unit title: Health Sector: Health Awareness (National 4)

Outcome 3 — Performance and written/oral evidence

Learners will be required to participate as part of a team to produce health promotion advice 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 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).

For performance criterion (d) learners 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 Assessment Support Pack (ASP) provided for this unit illustrates the standard that should be applied. It contains a learner 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: Statement of standards (cont)

Unit title: Health Sector: Health Awareness (National 4)

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
- 3.4 Planning for, and making, choices and changes
- 3.5 Relationships

4 Employability, enterprise and citizenship

- 4.3 Working with others
- 4.4 Enterprise

5 Thinking skills

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

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

Unit title: Health Sector: Health Awareness (National 4)

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 4 Health Sector Course, but can also be taken as a free-standing unit. It is suitable for learners who have no previous experience of the health sector.

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

Learners 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 learners with a broad understanding of the structure and function of the main body systems. Learners 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

Cardiovascular 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 support notes (cont)

Unit title: Health Sector: Health Awareness (National 4)

Endocrine System

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

Function — production of hormones

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

Outcome 2

This outcome is intended to provide learners 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 learners 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 learners 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 learners 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

National unit support notes (cont)

Unit title: Health Sector: Health Awareness (National 4)

Outcome 3

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

This outcome is intended to provide learners 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 approaches to delivery of this unit

Outcome 1

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

Learners 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 learners undertaking any practical activity. Learners should be introduced to the accepted methods of recording measurements in relation to physiology.

Outcome 3

Learners 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 support notes (cont)

Unit title: Health Sector: Health Awareness (National 4)

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 learners 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.

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 produced in supervised open-book conditions. The evidence will be produced by learners 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.

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

National unit support notes (cont)

Unit title: Health Sector: Health Awareness (National 4)

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 learner must contribute to the final product as part of the process.

Performance evidence for Outcome 3 performance criteria (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) learners are required to produce written/oral evidence.

When this unit is being taken as part of the National 4 Health Sector Course, opportunities will arise for the learner to review and evaluate their own contribution as part of the review process in Outcome 3 of the unit *Health Sector: An Introduction (National 4)*.

The Assessment Support Pack (ASP) provided for this unit illustrates the standard that should be applied. It contains a learner 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 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 a group activity and a practical activity. There will be opportunities for learners to work with others which could enable them to develop effective communication and interpersonal skills. There may be opportunities for learners to develop the Core Skill of *Working with Others* as they plan and carry out an activity as part of a group. If the learner 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: Health Awareness (National 4)

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 the structure and functions of the main body systems. You will participate in a practical activity which will help develop knowledge and skills in taking a physiological measurement. You will also work as a member of a team to produce advice in relation to the promotion of health.

You will have opportunities to work with others which could enable you to develop effective communication and interpersonal skills. There may be opportunities for you to develop the Core Skill of *Working with Others* as you plan and carry out the group activity. 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

Published: February 2017 (version 03)

Superclass: PA

History of changes to National unit specification

Version	Description of change	Authorised by	Date
03	Units moved into a new template and re-coded to align with corresponding course 2 code. No change to unit content.	QM	February 2017

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