



National Unit Specification: general information

UNIT Health Sector: Improving Health and Well-being (SCQF level 5)

CODE F88H 11

SUMMARY

This Unit has been designed as a mandatory Unit of the SCQF level 5 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.

The Unit is designed to introduce candidates to the wide range of options available in the Health Sector that help tackle current health and lifestyle issues. It introduces candidates to the health and safety risks to workers in the Health Sector and the importance of a healthy lifestyle. Also, through team working, candidates 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.

OUTCOMES

- 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.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

Superclass:	PA
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National Unit Specification: general information

UNIT Health Sector: Improving Health and Well-being (SCQF level 5)

CREDIT VALUE

1 credit at SCQF level 5 (6 SCQF credit points at SCQF level 5*).

**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

Achievement of this Unit gives automatic certification of the following:

Component 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 of this Unit Specification.

National Unit Specification: statement of standards

UNIT Health Sector: Improving Health and Well-being (SCQF level 5)

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)

UNIT Health Sector: Improving Health and Well-being (SCQF level 5)

EVIDENCE REQUIREMENTS FOR THIS UNIT

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.

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

Candidates 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

Candidates 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

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 candidates having access to notes.

Candidates will describe the risks of working in the Health Sector and the importance of a healthy lifestyle for Health Sector workers.

National Unit Specification: statement of standards (cont)

UNIT Health Sector: Improving Health and Well-being (SCQF level 5)

Candidates 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

Candidates 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.

Candidates 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).

For Performance Criterion (d) candidates 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 National Assessment Bank (NAB) pack 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.

National Unit Specification: support notes

UNIT Health Sector: Improving Health and Well-being (SCQF level 5)

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 SCQF level 5 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.

The Unit is designed to introduce candidates to the wide range of options available in the Health Sector that help tackle current health and lifestyle issues. It introduces candidates to the health and safety risks to workers in the Health Sector and the importance of a healthy lifestyle. Also, through team working, candidates 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 candidates 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. Candidates 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. Candidates 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. Candidates 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 Specification: support notes (cont)

UNIT Health Sector: Improving Health and Well-being (SCQF level 5)

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 candidates 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. Candidates 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 candidates 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 candidates could present the health promotion advice to other members of the class.

National Unit Specification: support notes (cont)

UNIT Health Sector: Improving Health and Well-being (SCQF level 5)

Employability Skills

In this Unit candidates 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 LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Outcome 1

Candidates 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 candidates to work in groups and share information although the final investigation must be the candidate's own work. Candidates 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 Specification: support notes (cont)

UNIT Health Sector: Improving Health and Well-being (SCQF level 5)

Outcome 3

Candidates 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 candidates to increase their self confidence. There is the opportunity for candidates 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

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

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

If the candidate used a computer while undertaking any part of this Unit, they will have the opportunity to develop *Information and Communication Technology* skills.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

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.

Outcome 2

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

National Unit Specification: support notes (cont)

UNIT Health Sector: Improving Health and Well-being (SCQF level 5)

Outcome 3

Candidates will be working co-operatively to investigate and collate their findings. Candidates could present their information as a presentation.

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 the finished product and each candidate must review and evaluate their own contribution taking into account feedback of others.

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

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

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It contains an investigation pro forma, candidate brief, 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 Communication 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)*.

DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.