

## Higher National Unit Specification

### General information for centres

**Unit title:** Strategies and Initiatives to Support Children's Health and Wellbeing

**Unit code:** DF57 34

**Unit purpose:** This Unit is designed to enable candidates to gain an understanding of the factors that affect children's health and wellbeing and develop strategies to support the health and wellbeing of children, including those for whom additional support is required. Controversial issues surrounding the implementation of preventative measures and current initiatives to promote children's health and wellbeing will also be examined. The Unit is intended for candidates who are in a work placement or are employed in the early education and childcare sector. Candidates who are undertaking an HNC in Early Education and Childcare will have the opportunity to relate theory to practice.

On completion of the Unit the candidate should be able to:

- ◆ Investigate factors affecting continuity of care in the promotion of child health
- ◆ Evaluate the role of preventative and protective measures in the promotion of children's general wellbeing, health, nutrition and safety
- ◆ Analyse and evaluate current initiatives which support children's health
- ◆ Plan, implement and evaluate an activity to raise awareness of children's health

**Credit value:** 1 HN Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7\*)

*\*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.*

**Recommended prior knowledge and skills:** It is recommended that candidates should have, or be able to demonstrate, a thorough understanding of child health. This may be evidenced by significant experience working with children in a health care or early education and/or childcare setting. Evidence may also be provided by achievement of current NQ Units or equivalent, which assess knowledge and understanding of child health issues or SVQ level 2 Early Years Care and Education.

**Core skills:** There is no automatic certification of Core Skills or a Core Skill component in this Unit. However there may be opportunities to develop the Core Skills of Communication, Working with Others and Problem Solving to levels required by occupations in early education and childcare or progression pathways supported by the HNC Early Education and Childcare.

## **General information for centres (cont)**

**Context for delivery:** If this Unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes. This Unit is included in the framework for the HNC Early Education and Childcare. It forms one of the optional Units. It could also be undertaken as continuing professional development for practitioners wishing to update or develop their skills.

The age range for this Unit covers 0-12 years.

### **Assessment:**

This Unit will be assessed by two instruments of assessment. One will take the form of a reflective report of a practical activity in an early education and/or childcare setting based on Outcomes 1, 3 and 4. Outcome 2 will be assessed by short answer questions under controlled conditions.

## **Higher National Unit specification: statement of standards**

**Unit title:** Strategies and Initiatives to Support Children's Health and Wellbeing

**Unit code:** DF57 34

The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### **Outcome 1**

Investigate factors affecting continuity of care in the promotion of child health.

#### **Knowledge and/or skills**

Candidates should be able to:

- ◆ Analyse effective communication methods in the promotion of child health
- ◆ Demonstrate an awareness of different cultural attitudes and practices
- ◆ Recognise social influences on health
- ◆ Recognise family influences on child health
- ◆ Recognise socio-economic and environmental factors and how they impact upon child health initiatives
- ◆ Identify roles of significant adults
- ◆ Identify and evaluate a range of health promotion models in relation to the health and wellbeing of children and young people

#### **Evidence requirements**

see evidence requirements following Outcome 4.

#### **Assessment guidelines**

see assessment guidelines following Outcome 4.

### **Outcome 2**

Evaluate the role of preventative and protective measures in the promotion of children's general wellbeing, health, nutrition and safety.

#### **Knowledge and/or skills**

Candidates should be able to

- ◆ Investigate immunisation programmes for children and young people
- ◆ Investigate local and national policies and procedures relating to nutrition, prevention of infection, health and safety
- ◆ Demonstrate knowledge and understanding of common allergies

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Strategies and Initiatives to Support Children's Health and Wellbeing

### **Evidence requirements for Outcome 2**

Evidence for the knowledge and/or skills in Outcome 2 will be provided on a sample basis. This evidence will be presented in response to a specific question or questions. Each candidate will need evidence to show that they can, with reference to a particular aspect of child health, provide accurate and clear explanations based on samples of the three items detailed in the knowledge and skills. The samples should be derived from child health situations which cover all 3 items being sampled.

In order to ensure that candidates will not be able to foresee what items they will be questioned about, a different sample from the three knowledge and/or skills items is required each time the Outcome is assessed. Candidates must provide a satisfactory response to all three items.

Where an item is sampled, a candidate's response can be judged to be satisfactory where the evidence provided is sufficient to meet the requirements for each item by showing that the candidate is able to:

- ◆ Explain the aims of a particular immunisation programme and identify any controversial issues involved
- ◆ Explain a local or national policy or procedure relating to nutrition, prevention of infection or health and safety
- ◆ Provide in-depth knowledge of a specific allergy and its implications for those working in early education or childcare settings

Evidence should be generated through assessment undertaken in controlled conditions. Candidates may bring to the assessment a copy of notes (no more than one A4 page) that they have made personally. The notes should be handed in at the end of the assessment.

### **Assessment guidelines for Outcome 2**

The instrument of assessment will be three questions, one for each of the items listed above and will be undertaken under controlled conditions

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Strategies and Initiatives to Support Children's Health and Wellbeing

### **Outcome 3**

Analyse and evaluate current initiatives which support children's health.

#### **Knowledge and/or skills**

Candidates should be able to

- ◆ Identify and explain current initiatives
- ◆ Investigate the implementation of current initiatives
- ◆ Investigate the influences of current initiatives on the health and wellbeing of children
- ◆ Express informed and objective opinions in relation to controversial issues surrounding current initiatives

#### **Evidence requirements**

see evidence requirements following Outcome 4.

#### **Assessment guidelines**

see assessment guidelines following Outcome 4.

### **Outcome 4**

Plan, implement and evaluate an activity to raise awareness of children's health.

#### **Knowledge and/or skills**

Candidates should be able to

- ◆ Identify a need for health awareness appropriate to a specific age group
- ◆ Demonstrate the importance of participation and co-operation of significant adults
- ◆ Identify objectives relevant to the programme of activities
- ◆ Recognise the importance of consultation and collaboration with team members, other professionals, families and carers

#### **Evidence requirements for Outcomes 1, 3 and 4**

To achieve Outcomes 1, 3 and 4 each candidate will need evidence to demonstrate his/her knowledge and/or skills. Outcomes 1, 3 and 4 will be assessed together in the form of a report consisting of an explanation of a health programme to raise awareness of children's health in an early education and/or childcare setting and a reflective account of its planning, implementation and evaluation. Each candidate must provide evidence that she/he can:

- ◆ Identify and explain a need for health awareness appropriate to a specific age group
- ◆ Identify local and national policies and procedures relevant to the specific age group
- ◆ Identify relevant current initiatives which support children's health in the specific age group
- ◆ Analyse an appropriate health promotion model in relation to the specific age group

## **Higher National Unit specification: statement of standards (cont)**

### **Unit title:** Strategies and Initiatives to Support Children's Health and Wellbeing

- ◆ Demonstrate effective communication methods in the promotion of child health
- ◆ Demonstrate effective communication skills with children and adults
- ◆ Plan an appropriate programme of activities identifying relevant objectives
- ◆ Implement the planned programme
- ◆ Evaluate the effectiveness of the programme in terms of raising health awareness in a specific age group

The reflective report will not be conducted under supervision.

#### **Assessment guidelines for Outcomes 1, 3 and 4**

These Outcomes will be assessed by one instrument of assessment covering all three Outcomes. Typically this will consist of the candidate being set a task in the form of a written reflective report of a programme of activities to raise health awareness in an early education or childcare setting. The task set should be relevant to the range of issues surrounding children's health studied within the course.

The reflective report should contain the following:

- ◆ Explanation that there are many factors influencing children's health, many of which are outwith their control
- ◆ Analysis and evaluation of effective communication skills
- ◆ Explanation of the importance of effective communication skills in raising health awareness for a specific age group.
- ◆ Analysis and evaluation of the relevance of local and national policies and procedures to a specific age group
- ◆ Analysis and evaluation of the relevance of current initiatives to a specific age group
- ◆ Demonstration of knowledge and understanding of controversial issues surrounding child health initiatives
- ◆ Demonstration of effective planning skills
- ◆ Evaluation of a planned and implemented programme as a reflective practitioner.

## **Administrative Information**

<b>Unit code:</b>	DF57 34
<b>Unit title:</b>	Strategies and Initiatives to Support Children's Health and Wellbeing
<b>Superclass category:</b>	PA
<b>Date of publication:</b>	April 2004
<b>Version:</b>	01
<b>Source:</b>	SQA

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## **Higher National Unit specification: support notes**

### **Unit title:** Strategies and Initiatives to Support Children's Health and Wellbeing

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 is included in the framework of the HNC Early Education and Childcare. It is recommended that it should be delivered and assessed within the subject area of the group award to which it contributes.

This Unit is intended to introduce the candidate to the role of those working with children, and their families in supporting children's health and to the controversial issues related to current initiatives and local and national policies and procedures. The Unit also gives the candidate the opportunity to put into practice and evaluate an initiative to support children's health.

#### **Outcome 1**

Outcome 1 looks at a range of factors influencing effective communication about child health between childcare workers, children, parents and other significant adults. It also investigates the role of different health promotion models.

Factors may include:

- ◆ Religious, cultural and dietary practices such as - periods of fasting, veganism, halal and kosher food preparation
- ◆ Parenting styles
- ◆ School sponsorship from food companies e.g. books for crisp packets
- ◆ Mass media/advertising e.g. slim young models
- ◆ Unemployment, poverty

Significant adults may include:

- ◆ Extended family members
- ◆ Health professionals
- ◆ Childcare support staff
- ◆ Childcare and education professionals



## Higher National Unit specification: support notes (cont)

### Unit title: Strategies and Initiatives to Support Children's Health and Wellbeing

Health promotion models may include:

- ◆ Medical model
- ◆ Health Education Board Scotland (HEBS)
- ◆ Community development model Scottish Health Education Group (SHEG)
- ◆ Educational model
- ◆ Political model
- ◆ HIV/Aids awareness

These are for guidance only. Tutors/lecturers may wish to add to this list.

#### Outcome 2

Outcome 2 looks at a range of immunisation programmes and any issues surrounding these using current sources and publications to obtain information. Outcome 2 also looks at the role of current local and national programmes in the promotion of child health and the impact of common allergies.

Immunisation programmes - triple and polio + boosters; meningitis (Hib); MMR; rubella; BCG

Current programmes and guidelines may include:

- ◆ Breakfast clubs
- ◆ Supply of fruit, milk & water to early education and childcare settings
- ◆ Brain gym
- ◆ Five-a-day (fruit & veg)
- ◆ Hand washing, dental care
- ◆ 'Walking' bus to school, safe routes to school
- ◆ Yellow school buses
- ◆ Safe cycling/cycle helmets
- ◆ Water safety
- ◆ Car safety

Allergies: eggs; nuts/peanuts; milk/dairy products; gluten; animal hair, eczema/asthma, insect stings/anaphylaxis - guidelines on response use of inhalers; palliative measures

These are for guidance only. Tutors should be aware that local and national programmes and guidelines are subject to change and revision. Tutors should ensure that up-to-date information is used.

## **Higher National Unit specification: support notes (cont)**

**Unit title:** Strategies and Initiatives to Support Children's Health and Wellbeing

### **Outcome 3**

Outcome 3 looks at recent and/or current local and national initiatives with respect to children's health and wellbeing.

Topics for investigation/discussion may include:

- ◆ Nutrition - healthy eating
- ◆ Road safety
- ◆ Child protection
- ◆ Dental hygiene
- ◆ Safe play
- ◆ Risk assessment
- ◆ Exercise

These are for guidance only. Tutors should be aware that local and national initiatives are subject to change and revision. Tutors should ensure that up-to-date information is used.

### **Outcome 4**

Outcome 4 brings together the practical demonstration of the knowledge and skills acquired in Outcomes 1 and 3 and results in the preparation of the reflective report on the programme of activities to raise health awareness.

Project material, presentation and skills may be supported by the use of some of the following:

- ◆ Posters/display - photographic evidence
- ◆ Leaflets/booklets
- ◆ Board game
- ◆ Talk/presentation
- ◆ Video
- ◆ CD Rom game
- ◆ Home/setting "all about my health" record
- ◆ Specific; Measurable; Achievable; Realistic; Time-related (SMART) objectives
- ◆ Team working
- ◆ Partnership with parents
- ◆ Roles of other relevant professionals
- ◆ Evaluation methods - reflective account, photographs, questionnaire, feedback sheets

## **Guidance on the delivery and assessment of this Unit**

This Unit is likely to form part of a group award which is primarily designed to provide candidates with professional knowledge and skills related to health issues of children and young people.

## **Higher National Unit specification: support notes (cont)**

**Unit title:** Strategies and Initiatives to Support Children's Health and Wellbeing

A variety of approaches could be used to deliver this Unit including investigations by candidates, visiting speakers, class discussion and tutor input.

Assessment will be by two instruments of assessment. One will be undertaken during the course of the Unit and will be in controlled conditions. Candidates could bring with them any case study material and notes that they have made personally to the event but may not bring textbooks, hand-outs or other material not prepared by themselves

The other will be undertaken close to the end of the delivery period for the Unit and will take the form of a reflective report on the programme of activities to raise health awareness.

### **Open learning**

This Unit may be suitable for open learning but candidates would need to be aware of the need to have placement experience in undertaking the Unit

For information on normal open learning arrangements, please refer to the SQA guide *Assessment and Quality Assurance of Open and Distance Learning (SQA, 2000)*

### **Special needs**

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements (SQA, 2001)*.

## **General information for candidates**

### **Unit title:** Strategies and Initiatives to Support Children's Health and Wellbeing

This Unit is designed to enable you to gain an understanding of the issues related to children's health and the knowledge and skills required to promote health awareness in a specific age group. You should be in a work placement or employed in the early education and childcare sector.

The Unit is about the work of a worker in early education and childcare . It has three main areas. You will investigate preventative health measures nationally and locally and the nature and management of allergies. You will look at theories underpinning health promotion and influences and factors affecting the health of children and young people. You will investigate current local and national health initiatives and plan, implement and evaluate a health awareness programme based on the findings of some of your investigations.

In order to complete this Unit successfully, you will be required to achieve a satisfactory level of performance on two pieces of assessed work. You will be required to undertake one assessment in controlled conditions where you will be required to answer three questions. You may bring notes you have made personally for your own use. You will not be permitted to bring textbooks, handouts or other material which you have not prepared yourself.

For your second assessment you will be required to produce a reflective report of your planned health awareness programme.