

Health Sector National 5 Skills for Work Course Specification (C261 75)

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Please refer to the note of changes at the end of this course specification for details of changes from previous version (where applicable).

Course outline

Course title: Health Sector Skills for Work National 5

SCQF credit points: (24 SCQF credit points)

Course code: C261 75

Mandatory units

The course comprises the following mandatory units:

F88E 75*	Health Sector: Working in the Health Sector (National 5)	6 SCQF credit points
OR		
H6N4 75	Health Sector: Working in the Health Sector – Scotland (National 5)	6 SCQF credit points
F88F 75*	Health Sector: Life Sciences Industry and the Health Sector (National 5)	6 SCQF credit points
F88H 75*	Health Sector: Improving Health and Well-being (National 5)	6 SCQF credit points
F88J 75*	Health Sector: Physiology of the Cardiovascular System (National 5)	3 SCQF credit points
F88K 75*	Health Sector: Working in Non Clinical Roles (National 5)	3 SCQF credit points

Recommended entry

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

Progression

This course or its components may provide progression to

- ◆ SVQs in Health and Social Care at level 2
- ◆ National courses or units
- ◆ Further/higher education
- ◆ Training/employment

Core skills

Achievement of this course gives automatic certification of the following:

Complete Core skill(s)	None
Core skill component(s)	Critical Thinking at SCQF level 4 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 the unit specifications for this course.

Links to National Occupational Standards

National Occupational Standards (NOS) are developed by the key employment sectors of the United Kingdom. These standards set the competences required for job roles within a particular employment sector.

In Scotland, the Scottish Social Services Council represents a wide variety of stakeholders working in a broad range of occupations and job roles within the health and social care sectors and Skills for Health is the Sector Skills Council (SSC) for the UK Health Sector.

The National 5 Health Sector Course has been designed to link broadly to National Occupational Standards at level 2 in the Health Sector and provides some of the underpinning knowledge required. The course also gives learners experience of the practical skills required to work at this level in the sector and helps prepare them for further training.

Further details are provided in the rationale section.

Equality and inclusion

This course 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.sga.org.uk/assessmentarrangements.

Common rationale for Skills for Work courses

Skills for Work courses are designed to help learners to develop:

- ◆ Skills and knowledge in a broad vocational area
- ◆ Skills for Learning, Skills for Life and Skills for Work
- ◆ Core skills
- ◆ An understanding of the workplace
- ◆ Positive attitudes to learning
- ◆ Skills and attitudes for employability

A key feature of these courses is the emphasis on *experiential learning*. This means learning through practical experience and learning by reflecting on experience.

Learning through practical experience

Teaching/learning programmes should include some or all of the following:

- ◆ Learning in real or simulated workplace settings
- ◆ Learning through role play activities in vocational contexts
- ◆ Carrying out case study work
- ◆ Planning and carrying out practical tasks and assignments

Learning through reflecting at all stages of the experience

Teaching/learning programmes should include some or all of the following:

- ◆ Preparing and planning for the experience
- ◆ Taking stock throughout the experience, reviewing and adapting as necessary
- ◆ Reflecting after the activity has been completed, evaluating and identifying learning points

The Skills for Work courses are also designed to provide learners with opportunities for developing *Core Skills*, and *Skills for Learning*, *Skills for Life* and *Skills for Work* with a focus on enhancing skills and attitudes for *employability*.

Core Skills

The five Core Skills are:

- ◆ Communication
- ◆ Numeracy
- ◆ Information and Communication Technology
- ◆ Problem Solving
- ◆ Working with Others

Employability

The skills and attitudes for employability, including self-employment, are outlined below:

- ◆ Generic skills/attitudes valued by employers:
 - Understanding of the workplace and the employee's responsibilities, for example, time-keeping, appearance, customer care etc
 - Self-evaluation skills
 - Positive attitude to learning
 - Flexible approaches to solving problems
 - Adaptability and positive attitude to change
 - Confidence to set goals, reflect and learn from experience.
- ◆ Specific vocational skills/knowledge:
 - Course specifications highlight the links to National Occupational Standards in the vocational area and identify progression opportunities

Opportunities for developing these skills and attitudes are highlighted in each of the course and unit specifications. These opportunities include giving young people direct access to workplace experiences or, through partnership arrangements, providing different learning environments and experiences which simulate aspects of the workplace. These experiences might include visits, visiting speakers, role play and other practical activities.

A Curriculum for Excellence (Scottish Executive 2004) identifies aspirations for every young person. These are that they should become:

- ◆ successful learners
- ◆ confident individuals
- ◆ responsible citizens
- ◆ effective contributors

The learning environments, the focus on experiential learning and the opportunities to develop employability, Skills for Learning, Skills for Life, Skills for Work and Core Skills in these courses contribute to meeting these aspirations.

Course Rationale for Health Sector: Skills for Work course specification National 5

All new and revised national courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this course, and its component units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Skills for Work course is also designed to provide learners with opportunities for developing Core Skills and Skills for Learning, Skills for Life and Skills for Work, with a strong focus on enhancing skills and attitudes for employability.

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.

The health sector is seen as a growth industry across Scotland offering a wide range of employment opportunities at a variety of levels. The National Health Service (NHS) is a major employer in Scotland and currently employs over 160,000 people. The demands placed upon the NHS are increasing, through changes in demographics combined with an ageing workforce.

Scotland has one of the largest life sciences industries in Europe, with a worldwide reputation particularly in research and development and manufacturing. The growing life sciences industry currently employs over 30,000 people in a wide variety of job roles.

The National 5 Health Sector Course has been designed to provide learners with opportunities to develop generic employability skills in the context of the health sector. This course could provide progression opportunities for learners by building on the skills and knowledge developed in the National 4 Health Sector Course. The National 5 Course will introduce learners to a range of more advanced knowledge and skills. The course may assist progression into further and higher education and training/employment.

Purposes and aims of the course

The general aims of the course are to:

- ◆ assist learners to develop employability skills
- ◆ allow learners to experience vocationally related learning
- ◆ encourage learners to develop a good work ethic
- ◆ provide opportunities to develop a range of Core Skills through practical experiences in a vocational environment
- ◆ encourage learners to take responsibility for their own learning and development.
- ◆ facilitate progression to further/higher education, training and/or employment.

In particular, the specific aims of the course are to:

- ◆ encourage learners to consider a career in the health sector
- ◆ develop learner's understanding of health and safety responsibilities relevant to a range of activities in the health sector
- ◆ develop learner's abilities to benefit from further learning opportunities, study and training opportunities for careers in the health sector
- ◆ develop learner's awareness of the opportunities there may be within the health sector in terms of the type and range of career opportunities
- ◆ develop learner's awareness of the impact of the health sector in society
- ◆ develop learner's awareness of the responsibilities of the health sector in society
- ◆ allow learners to apply investigative skills using a variety of research methods
- ◆ develop learner's self-evaluation skills and confidence to seek feedback from others
- ◆ increase learner's awareness of the factors that impact on the health of individuals
- ◆ allow learners to develop the skills values and attitudes required for employment in the health sector

Information about typical learners who might do the course

The primary target group for this course is school learners in S3 and above. It is suitable for adult returners in a further education environment who are seeking to enhance their employability and develop introductory vocational skills in the health sector.

It is aimed at learners who plan to work in the health sector in a registered, non-registered practitioner, support services or maintenance roles. In addition, the focus on employability skills allows learners to develop the skills required for employment outwith the health sector while the knowledge gained of the health sector is applicable to everyone.

This course could provide progression opportunities for learners by building on the skills and knowledge developed in the National 4 Health Sector Course. The National 5 Course will introduce learners to a range of more advanced knowledge and skills. The course may assist progression into further and higher education and training/employment.

Course structure and conditions of award

Summary of course content

The units of the course have been designed to be delivered in an integrated way and guidance on a suggested teaching pattern is given in this course specification.

The specific employability skills assessed in this course are:

- ◆ Positive attitude to learning and the workplace
- ◆ Self respect and respect and consideration for others
- ◆ Willingness to listen to others and respond constructively to feedback
- ◆ Awareness of equality and diversity
- ◆ Understanding of roles and responsibilities in the workplace
- ◆ Contribute to team work
- ◆ Awareness and understanding of the importance of maintaining confidentiality
- ◆ Reflecting on own abilities
- ◆ Awareness and understanding of health and safety
- ◆ Understand and seek clarification of instructions
- ◆ Implementation of infection control procedures
- ◆ Demonstrate an awareness of organisational standards for appearance and behaviour
- ◆ Understanding of organisational principles and values in the health sector

Summary of unit content

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a variety of ways; however Skills for Work units are designed to provide an experiential learning process.

Health Sector: Working in the Health Sector (National 5)

This unit introduces learners to the range of provision and the services provided by the health sector in their local area. Learners will participate in an interview for a specific job role which will help to develop knowledge and understanding of the world of work.

The unit also focuses on the employability skills and attitudes identified as being those most valued by employers in the health sector. Learners will be given the opportunity to reflect on and evaluate their own employability skills and record their progress throughout the unit.

Health Sector: Life Sciences Industry and the Health Sector (National 5)

This unit is designed to introduce learners to the contribution of the life sciences industry in the diagnosis and treatment of illness. Learners will investigate the safety of pharmaceutical products made by the life sciences industry and the health and safety responsibilities of employers and employees in the life sciences industry. Learners will also undertake a risk assessment in relation to production, storage or use of products made by the life sciences industry.

Health Sector: Improving Health and Well-being (National 5)

This unit is designed to introduce learners to the wide range of options available in the health sector that help tackle current health and lifestyle issues. It introduces learners to the health and safety risks to workers in the health sector and the importance of a healthy lifestyle. Also, through team working, learners will give advice in relation to the promotion of health.

Health Sector: Physiology of the Cardiovascular System (National 5)

This unit will provide learners with an introduction to the structure and function of the cardiovascular system. Learners will apply this knowledge to investigate the effect of a specific disorder on the structure and function of the cardiovascular system.

Learners will participate in a practical activity which will help to develop knowledge and skills in taking physiological measurements at different activity levels. Learners will also participate in a practical activity to demonstrate current first aid procedures to provide emergency life support.

Health Sector: Working in Non Clinical Roles (National 5)

This unit introduces learners to the range and diversity of careers in non clinical roles in the health sector. Learners will undertake an investigation into the roles and responsibilities of non clinical roles and the diversity of career opportunities available. Learners will also participate in a practical activity which will enable them to demonstrate customer care skills in a non clinical role.

Conditions of award

To achieve the award of National 5 Health Sector: Skills for Work, learners must achieve all the required units as outlined in the course outline. They will be assessed pass/fail within centres. Skills for Work courses are not graded.

Assessment

Assessment objectives

Assessment across the units of this course will allow learners to demonstrate, in the context of the health sector:

- ◆ Generic employability skills valued by employers in the health sector
- ◆ Knowledge and skills in relation to working in the health sector
- ◆ Practical vocational skills
- ◆ Skills in communication and working with others
- ◆ Investigation skills
- ◆ Presentation skills
- ◆ Evaluation skills

Unit assessment

The assessment of the units in this course will be as follows:

Health Sector: Working in the Health Sector (National 5)

Written and/or recorded oral and performance evidence is required for this unit. Assessment will be in the form of:

- ◆ an investigation into the range of local provision and services in the health sector
- ◆ performance evidence generated by preparation for, and participation in, a job interview in a real or simulated health sector environment
- ◆ learner reviews, completed on three occasions, detailing progress in relation to the development of specific employability skills valued by the health sector

Health Sector: Life Sciences Industry and the Health Sector (National 5)

Written and/or recorded oral and performance evidence is required for this unit. Assessment will be in the form of:

- ◆ an investigation into a patient journey and the contribution of the products made by life sciences industry at each stage of the journey
- ◆ written and/or oral recorded evidence which demonstrates an understanding of the safety of pharmaceutical products made by the life sciences industry
- ◆ written and/or oral recorded evidence which demonstrates an understanding of health and safety responsibilities of employers and employees in the life sciences industry
- ◆ a completed risk assessment

Health Sector: Improving Health and Well-being (National 5)

Written and/or recorded oral and performance evidence is required for this unit.
Assessment will be in the form of:

- ◆ an investigation into a health and lifestyle issue and the range of options available from the health sector to address the issue
- ◆ written and/or recorded oral evidence which demonstrates an understanding of the risks of working in the health sector and the importance of a healthy lifestyle for health sector workers
- ◆ participation in a group activity to give health promotion advice

Health Sector: Physiology of the Cardiovascular System (National 5)

Written and/or recorded oral and performance evidence is required for this unit.
Assessment will be in the form of:

- ◆ written and/or recorded oral evidence which demonstrates knowledge and understanding of the structure and functions of the cardiovascular system and a disorder which affects the cardiovascular system
- ◆ participation in a practical activity by taking a physiological measurement at different activity levels
- ◆ participation in a practical activity to demonstrate skills in providing emergency life support in a health sector environment

Health Sector: Working in Non-Clinical Roles (National 5)

Written and/or recorded oral and performance evidence is required for this unit.
Assessment will be in the form of:

- ◆ an investigation into non-clinical job roles in the health sector
- ◆ performance evidence generated by participation in a role play carried out under supervision in a real or simulated health sector environment

Exemplification of possible assessment approaches for these units will be provided in the *Assessment Support Pack*.

Quality Assurance

All instruments of assessment used within this course should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in SQA's *Guide to Assessment* (www.sqa.org.uk/GuideToAssessment).

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this course. The skills that learners will be expected to improve on and develop through the course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the course 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
- 3.3 Physical wellbeing
- 3.4 Planning for, and making, choices and changes
- 3.5 Relationships

4 Employability, enterprise and citizenship

- 4.1 Employability
- 4.3 Working with others

5 Thinking skills

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

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the course.

Employability skills profile

Employability skills covered in this course are detailed in the table below. For the purposes of the table, the units are referred to as A, B, C and D as indicated.

Health Sector: Working in the Health Sector (National 5)	= A
Health Sector: Life Sciences Industry and the Health Sector (National 5)	= B
Health Sector: Improving Health and Well-being (National 5)	= C
Health Sector: Physiology of the Cardiovascular System (National 5)	= D
Health Sector: Working in Non-Clinical Roles (National 5)	= E

Employability skill/attitude	Evidence
◆ Positive attitude to learning and the workplace	A B C D E
◆ Self-respect and respect and consideration for others	A B C D E
◆ Willingness to listen to others and respond constructively to feedback	A D E
◆ Awareness of equality and diversity	A E
◆ Understanding of roles and responsibilities in the workplace	A B C D E
◆ Contribute to team work	A C
◆ Understanding of the importance of maintaining confidentiality	A E
◆ Reflecting on own abilities	A C D E
◆ Understanding of health and safety	A B C D
◆ Understand and seek clarification of instructions	A B C D
◆ Implementation of infection control procedures	A D
◆ Demonstrate an awareness of organisational standards for appearance and behaviour	A B C D E
◆ Understanding of organisational principles and values in the Health Sector	A B E

Assessment evidence in all units:

A = An investigation which demonstrates knowledge and understanding of types of provision in the health sector and performance evidence generated by participation in practical activities. Learner reviews completed on three occasions detailing progress in relation to the development of specific employability skills valued by the health sector.

B = An investigation which provides knowledge and understanding of the contribution of the life sciences industry to a specified patient journey and a completed risk assessment.

C = An investigation into a health and lifestyle issue and performance evidence generated by participation in a group activity.

D = Performance evidence generated by participation in practical activities.

E = An investigation which demonstrates knowledge and understanding of roles, responsibilities and career pathways in non-clinical job roles and performance evidence generated by participation in role play.

Course Support Notes

Course support notes are not mandatory; they provide advice and guidance on approaches to delivering and assessing the Skills for Work course. They are intended for teachers and lecturers who are delivering the course and its units.

Guidance on approaches to delivery and assessment for this course

The types of provision within the health sector include 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.

The main approaches to learning in this course should be experiential, practical and learner centred. Learners should have the opportunity to learn and develop practical skills in the context of real or simulated settings where they will experience workplace conditions, learn how to work with others in a team and develop good working practices.

There are opportunities in this course for teachers/lecturers to be creative in their teaching and learning approaches. Investigations, role plays, debates, presentations, discussions and simulation exercises could be employed to give learners a stimulating and interesting learning experience.

Teachers/lecturers should act as role models in the demonstration of care values including the promotion of equality and diversity. Sensitivity and non-judgemental attitudes should be displayed and encouraged in learners. Learners should develop culturally sensitive language. Materials used by lecturers and learners to present information should promote positive images of disability and avoid cultural stereotypes.

Centres should ensure that an induction to each unit within the course is given, which will enable learners to fully understand what is required of them and the assessment approaches to be adopted.

A variety of approaches will be used for gathering evidence, reflecting the variety of learning experiences offered throughout the course which includes:

- ◆ individual investigations.
- ◆ practical activities: carrying out a risk assessment, participating in a role play, carrying out physiological measurements, demonstrating emergency life support, participating as part of a team to give health promotion advice.
- ◆ learner performance in an interview.
- ◆ learner reviews of specific employability skills.
- ◆ written and/or recorded oral evidence produced by learners throughout all the units.

The Assessment Support Pack (ASP) provided for each unit within the National 5 Health Sector course illustrates the standard that should be applied. If a centre wishes to design its own assessments, they should be of a comparable standard.

Sequencing/integration of units

Centres should ensure that an induction to the course is given, which will enable learners to understand fully what is required of them and the approaches to assessment to be adopted. It is important that the concept of employability skills, both generic and specific to the health sector is stressed at this time.

While the sequence of delivery of the units is for individual centres to decide, a suggested approach would be to begin the Unit Health Sector: Working in the Health Sector. This unit has three outcomes and it is suggested that Outcome 1 would be delivered early in the course. This will provide learners with an introduction to the sector and skills in investigation and presentation of information which will be further developed throughout the course. Outcome 3 of this unit should be integrated with the other four units of the National 5 Health Course in order that these skills are built upon during the delivery of the remaining units and so that learners can gather evidence over the duration of the course.

Opportunities to integrate learning, teaching and assessment of the employability skills in Outcome 3 of the unit Health Sector: Working in the Health Sector with other units in the can be found in the activities undertaken when:

- ◆ Contributing to a group presentation and taking part in a practical activity in Health Sector: Improving Health and Well-being (National 5)
- ◆ Contributing to an investigation and taking part in a practical activity in Health Sector: Life Sciences Industry and the Health Sector (National 5)
- ◆ Contributing to an investigation and participating in a role play in Health Sector: Working in Non Clinical Roles (National 5)
- ◆ Taking part in practical activities in Health Sector: Physiology of the Cardiovascular System (National 5)

Further opportunities for integration across units can be undertaken when:

- ◆ Investigating job roles and participation in a job interview in Health Sector: Working in the Health Sector (National 5) and investigating job roles in Health Sector: Working in Non Clinical Roles (National 5). Investigating a specific disorder of the cardiovascular system in Health Sector: Physiology of the Cardiovascular System (National 5) and investigating a patient journey in Health Sector: Life Sciences Industry and the Health Sector (National 5).

Guidance on approaches to assessment

There is no external assessment for this course. Learners must successfully complete each unit to achieve the course.

Unit specifications provide detailed information on the evidence requirements for each unit. The unit support notes provide information on approaches to assessment for each unit.

The units are internally assessed by centres and externally verified by SQA.

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 higher level study.

If learners are taking a unit as a freestanding unit, centres must ensure that they are given the opportunity to develop the specified employability skills over a period of time in relevant practical activities.

Suggested approaches to assessment include: learner folio of work, observation of practical activities; group or individual presentation; peer review; research activities; case study; health sector scenarios; poster or other display approaches; written or verbal communication with centre staff and role play.

The Assessment Support Pack (ASP) provided for each unit illustrates the standard that should be applied. If a centre wishes to design its own assessments for this unit, they should be of a comparable standard.

Guidance on approaches to delivery

Visiting speakers/visits to health settings

Centres are encouraged to establish links with organisations in the health sector that may be willing to offer support in the form of visits to the workplace or presentations from members of staff. This will give learners a realistic view of work in the health sector and will help them to make decisions about future employment and study.

Health and Safety

Learners will be exploring the responsibilities of workers in the health sector in relation to health and safety. They will also be participating in practical activities to demonstrate emergency life support. Teachers/lecturers must be appropriately trained in emergency life support. A risk assessment should be carried out by a teacher/lecturer prior to any practical activity taking place. Learners should be informed that workers in the health sector are not allowed to move or handle people or equipment without having successfully completed a relevant moving and handling course.

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 e-checklists. 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.

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).

Opportunities for developing Core Skills

Achievement of this course gives automatic certification of the following:

Complete Core Skill(s)	None
Core Skill component(s)	Critical Thinking at SCQF level 4 Working Co-operatively with Others at SCQF level 4

Learners will also have opportunities to develop aspects of the following Core Skills:

Communication: Learners will be involved in self-evaluation and review of their employability skills. There will be opportunities in the role play of an interview for a job role to develop effective communication and interpersonal skills. Learners will also have opportunities to develop communication skills in seeking and responding to feedback from others in the review and evaluation of their employability skills.

Written communication will be developed through learners producing written work in a variety of formats; oral communication will be developed through discussion, debate and evidence of engagement with other learners, professionals and key people.

Problem Solving: Learners need to take responsibility for their own performance in their investigations and in the review and evaluation of their employability skills. This may allow them to develop the three components of Problem Solving — Critical Thinking, Planning and Organising and Reviewing and Evaluating.

Information and Communication Technology (ICT): Learners may develop their ICT skills through research for their investigations.

Working with Others: This may be developed if learners work collaboratively with other learners in the preparation and research for their investigations.

General information for learners

This section will help you decide whether this is the course for you by explaining what the course is about, what you should know or be able to do before you start, what you will need to do during the course and opportunities for further learning and employment.

This course will introduce you to the range of provision and the services provided by the health sector in your local area. You will participate in an interview for a specific job role which will help to develop knowledge and understanding of the world of work.

You will investigate the contribution of the life sciences industry in the diagnosis and treatment of illness relating to a specified patient journey. You will also investigate the safety of pharmaceutical products made by the life sciences industry. You will learn about the health and safety responsibilities of employers and employees in the life sciences industry. You will also undertake a risk assessment in relation to production, storage or use of products made by the life sciences industry. Successful achievement of this unit gives automatic certification of the Core Skill component, Critical Thinking at SCQF level 4.

You will investigate a current health and lifestyle issue and the range of options available from the health sector to help address the issue. You will learn about the health and safety risks to workers in the health sector and the importance of a healthy lifestyle. Also, through team working, you will give advice in relation to the promotion of health. Successful achievement of this unit gives automatic certification of the Core Skill component, Working Co-operatively with Others at SCQF level 4.

You will investigate the structure and function of the cardiovascular system. This knowledge will be applied to investigate the effect of a disorder on the structure and function of the cardiovascular system. You will participate in a practical activity which will help to develop knowledge and skills in taking physiological measurements at different activity levels. You will also participate in a practical activity to demonstrate current first aid procedures to provide emergency life support.

You will investigate the range and diversity of careers in non-clinical roles in the health sector. You will investigate the roles and responsibilities of non-clinical roles and the diversity of career opportunities available. You will also participate in an interaction which will enable you to demonstrate customer care skills in a non-clinical role.

Central to the course is developing the employability skills valued by employers in general and necessary for effective work in the health sector. These skills are embedded in the different units providing you with the opportunity to practise and develop these skills throughout the course. You will have the opportunity to develop your employability skills through practical activities in real or simulated work environments, investigations and team-working activities. You will also be involved in self-evaluation of these skills, seeking feedback from others, identifying areas for improvement, taking account of the feedback received and reviewing your progress throughout the course.

This course could provide progression opportunities for you by building on the skills and knowledge developed in the National 4 Health Sector Course. The National 5 Health Sector Course will introduce you to a range of more advanced knowledge and skills. The course may assist progression into further and higher education and training/employment.

Administrative information

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History of changes to National course specification

Version	Description of change	Date
03	Units re-coded to align with corresponding course 2 code. No change to unit content. F88F 11 Health Sector: Life Sciences Industry and the Health Sector F88H 11 Health Sector: Improving Health and Well-being F88J 11 Health Sector: Physiology of the Cardiovascular System F88K 11 Health Sector: Working in Non Clinical Roles F88E 11 Health Sector: Working in the Health Sector Old Units finish 31/07/2018.	March 2017
02	2013-Course re-coded as part of CfE development programme but no change to course and unit content.	August 2013

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