

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

Unit code: J7GG 75

Superclass: PA

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This document is for teachers and lecturers and contains all the mandatory information required to deliver the unit.

Unit purpose

This is a mandatory unit in the National 5 Skills for Work Health Sector course. Learners should take it as part of that course. They can also take it as a freestanding unit. It is suitable for learners who have no previous experience of the health sector.

The unit focuses on team working. It introduces learners to the wide range of options available from the health sector to help tackle current health and lifestyle issues that affect health sector workers. It introduces learners to the impacts of workplace stress, and emphasises the importance of a healthy lifestyle. Learners also carry out research and 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

Learners who successfully complete the unit will be able to:

- 1 work as part of a team to investigate a current health and lifestyle issue, and explore the range of options available from the health sector to help address the issue
- 2 work as part of a team to give health promotion advice on a current health and lifestyle issue
- 3 describe the impact of workplace stress, and explain the importance of a healthy lifestyle for health sector workers

Credit points and level

1 National unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5)

Recommended entry to the unit

Entry to this unit is at the centre's discretion.

Core Skills

Learners who achieve this unit get automatic certification for:

Complete Core Skill: None

Core Skill components: Critical Thinking at SCQF level 4
Working Co-operatively with Others at SCQF level 4

The unit support notes highlight opportunities for learners to develop aspects of Core Skills.

Context for delivery

If you deliver this unit as part of a course, you should teach and assess it within the subject area of the course that it contributes to.

The assessment support pack (ASP) for this unit provides assessment and marking guidelines that meet the national standard. You can develop your own unit assessments using the ASP as a guide to ensure your assessment meets the national standard. A list of existing ASPs is available on SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

Equality and inclusion

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

Guidance on assessment arrangements for disabled candidates and/or those with additional support needs is available on the assessment arrangements web page: www.sqa.org.uk/assessmentarrangements.

National unit specification: statement of standards

To achieve this unit, learners must meet 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

Work as part of a team to investigate a current health and lifestyle issue, and explore the range of options available from the health sector to help address this issue.

Performance criteria

- (a) Work collaboratively to identify a current health and lifestyle issue and describe its effects on health sector workers' health.
- (b) Agree roles and responsibilities for each member of the team.
- (c) Identify and describe a range of options available from the health sector provision to help address the health and lifestyle issue.
- (d) Explain one advantage and one disadvantage of each option.

Outcome 2

Work as part of a team to give health promotion advice on a current health and lifestyle issue.

Performance criteria

- (a) Contribute constructively to the team's planning discussions.
- (b) Agree roles and responsibilities for each member of the team.
- (c) Contribute constructively to giving health promotion advice in an agreed role.
- (d) Review and evaluate your contribution, taking feedback from others into account.

Outcome 3

Describe the impact of workplace stress, and explain the importance of a healthy lifestyle for health sector workers.

Performance criteria

- (a) Describe the impact of workplace stress for health sector workers.
- (b) Explain the benefits of a healthy lifestyle for health sector workers.
- (c) Explain why mental well-being is important for health sector workers.

Evidence requirements for this unit

To demonstrate that learners have achieved all outcomes and performance criteria, the following evidence is required.

Outcome 1 — written and/or oral evidence

You should gather evidence for outcome 1 under open-book conditions at an appropriate point throughout the unit. You should gather evidence in a learner folio and a completed assessor checklist.

Learners should work as part of a team to investigate a current health and lifestyle issue, and explore the wide range of options available from the health sector to help address the issue. You should give learners a brief for the investigation.

Learners must:

- ◆ work collaboratively to identify **one** current health and lifestyle issue and describe its effects on health sector workers' health
- ◆ agree roles and responsibilities for each member of the team
- ◆ identify and describe **three** options available from the health sector provision to help address **one** health and lifestyle issue
- ◆ explain **one** advantage and **one** disadvantage of **each** option

Learners must organise and present their findings in an appropriate format.

Learners should choose their health and lifestyle issue from these areas:

- ◆ diet
- ◆ physical fitness
- ◆ stress
- ◆ smoking
- ◆ heart disease
- ◆ problematic substance use
- ◆ any other relevant health and lifestyle issue

They should choose their health sector provision from this list:

- ◆ NHS — primary care
- ◆ NHS — secondary care
- ◆ independent healthcare
- ◆ complementary therapies
- ◆ life sciences industry
- ◆ retail pharmaceutical industry
- ◆ community and voluntary sector

Outcome 2 — written and/or oral evidence

You should gather written and/or oral evidence for performance criteria (a), (b) and (d).

You must use an assessor observation checklist to support the performance evidence for performance criterion (c). You must gather evidence for all the criteria under supervised open-book conditions.

Learners must work as part of a team to give health promotion advice on a current health and lifestyle issue.

Learners must:

- ◆ contribute constructively to the team's planning discussions
- ◆ agree roles and responsibilities for each member of the team
- ◆ contribute constructively to giving the health promotion advice in an agreed role
- ◆ review and evaluate their contribution, taking feedback from others into account

Outcome 3 — performance and written and/or oral evidence

You should gather evidence for outcome 3, at an appropriate point in the unit, under supervised open-book conditions, with learners having access to notes. Learners can produce written and/or oral evidence in response to a series of structured questions about workplace stress and the importance of a healthy lifestyle, within a time limit of 45 minutes.

Learners must:

- ◆ describe **two** impacts of workplace stress for health sector workers
- ◆ explain **three** benefits of a healthy lifestyle for health sector workers
- ◆ explain **two** reasons why mental well-being is important for health sector workers

You can find examples of the impact of workplace stress and the benefits of a healthy lifestyle in the support notes.

The ASP for this unit illustrates the standard that should be applied. It contains an investigation template, a learner brief, a series of structured questions and an assessor observation checklist. If you want to design your own assessments for this unit, they should be of a comparable standard.

Developing Skills for Learning, Skills for Life and Skills for Work

Developing employability skills, the skills and attitudes needed to gain and maintain employment, is an important part of all Skills for Work units. Learners are also expected to develop broad, generic skills in this unit as listed below.

1 Literacy

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

3 Health and well-being

- 3.1 Personal learning
- 3.2 Emotional well-being
- 3.3 Physical well-being
- 3.4 Planning for, and making, choices and changes
- 3.5 Relationships

4 Employability, enterprise and citizenship

- 4.3 Working with others

5 Thinking skills

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

SQA's [Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#) contains more information.

You must build these skills into the unit where there are suitable opportunities. You can find suggestions on how to do this in the support notes.

National unit support notes

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

Unit support notes are for guidance and are not mandatory. Please read these support notes in conjunction with the unit specification and the ASP.

The exact time allocated to this unit is at the discretion of the centre. The notional length of time for learners to complete the unit is 40 hours.

Guidance on the content and context for this unit

This unit is a mandatory unit of the National 5 Skills for Work Health Sector course. Learners should take it as part of that course. They can also take it as a freestanding unit. It is suitable for learners who have no previous experience of the health sector.

The unit focuses on team working. It introduces learners to the wide range of options available from the health sector to help tackle current health and lifestyle issues that affect health sector workers. It introduces learners to the impacts of workplace stress, and emphasises the importance of a healthy lifestyle. Learners also carry out research and give advice in relation to the promotion of health.

The health sector includes the 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 gives learners an opportunity to work in a team and research a current health and lifestyle issue, like weight or stress, and the wide range of options available within the health sector to address these. You should make learners aware that prevention is always the best policy. Different types of provision within the health sector offer varied options to tackle lifestyle issues.

For example, around 65% of adults in Scotland are overweight or obese, and the main cause 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 and slimming foods; alternative therapies, such as acupuncture or hypnotherapy; and lifestyle changes.

Available options from the health sector to tackle stress include drug therapy; counselling and psychotherapy; health education and lifestyle changes; and alternative therapies, such as aromatherapy massage.

Learners should identify the advantages and disadvantages of the different available options.

The team should record their investigation in a learner folio and include all performance criteria specified. The folio is a record of each learner's contribution to the team research task, along with their own notes and findings.

You should encourage learners to identify ways in which they can promote equality and diversity, and avoid cultural stereotypes throughout the unit and in their assessment responses. This could include their choice of language and materials; and their use of signs, symbols and pictures.

You can find more information on the range of health and lifestyle issues and types of provision in the 'Evidence requirements' section.

Outcome 2

This outcome provides learners with an opportunity to present the team's research findings from outcome 1 as a health promotion activity. They must work as part of a team to produce the activity. Learners can produce the health promotion advice in a variety of formats, including a talk, slide show, presentation, leaflet, poster, and display. They could present the health promotion advice to their peers.

Outcome 3

This outcome introduces learners to workplace stress and its impact on health sector workers. It outlines the importance of workers maintaining a healthy lifestyle to minimise the risks to their personal health. You should emphasise that the purpose of the health sector is not simply to treat illness but to promote and encourage healthy lifestyles to prevent disease.

Workplace stress can lead to health sector workers experiencing many symptoms, including:

- ◆ sleep problems
- ◆ irritability
- ◆ loss of appetite
- ◆ feeling anxious
- ◆ difficulty concentrating
- ◆ depression
- ◆ addiction
- ◆ headaches

You can discuss the reasons why working in the health sector can lead workers to experience stress in the workplace, but your teaching should focus on the impact of workplace stress.

The major causes of health sector worker absences are anxiety, stress and depression. You should encourage learners 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, addiction, diabetes, depression and certain cancers
- ◆ longer life expectancy
- ◆ fewer episodes of illness
- ◆ physical, emotional and psychological well-being

You should encourage learners to discuss the benefits of having a healthy health sector workforce. Avoiding burnout and stress is not only of significant benefit to health sector workers, but also has a positive impact on patients' health and well-being, as a result of a reduced risk of worker error and of compassion fatigue.

In this unit, learners 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
- ◆ contributing to team work
- ◆ understanding and seeking clarification of instructions
- ◆ demonstrating an awareness of organisational standards for appearance and behaviour
- ◆ reflecting on their abilities

Although not directly assessed in this unit, learners also have opportunities to develop the following employability skills:

- ◆ awareness of equality and diversity
- ◆ understanding of organisational principles and values in the health sector

Learners can practise these skills in real or simulated workplace environments.

Guidance on approaches to delivery of this unit

Outcome 1

Some learners may need guidance on working as part of a team, while for others it is an opportunity to develop their team-working skills.

You should give learners a brief to help them with their research, and ensure they gather the correct information. They should use a variety of sources, including:

- ◆ health promotion websites
- ◆ health promotion leaflets
- ◆ news and magazine articles, and advertisements
- ◆ interviews with community health practitioners
- ◆ visiting speakers

You should support learners as they carry out team research by, for example, setting team roles and responsibilities. You should encourage them to work collectively to develop notes on their research findings, and discuss suitable formats for presenting the information.

Outcome 2

Learners may need continued support as they work as part of the team to develop an activity based on the research collected for outcome 1. They should continue to develop their team-working skills, build their confidence and develop reflective practice. They can practise and develop their skills of verbal and non-verbal communication, planning and respect, and consideration for others.

You should encourage learners to identify ways in which they can promote equality and diversity, and avoid cultural stereotypes throughout the unit and in their assessment responses. This could include their choice of language and materials; and their use of signs, symbols and pictures.

You could use a variety of learning and teaching methods, including:

- ◆ teacher or lecturer presentations and demonstrations
- ◆ teamwork and discussions
- ◆ class handouts
- ◆ visiting speakers
- ◆ workplace visits
- ◆ practical activities
- ◆ individual and team research
- ◆ internet searches
- ◆ interviews with health professionals, patients or relatives

Outcome 3

You should cover the importance of understanding workplace stress and the impact this can have on health sector workers, and emphasise the importance of maintaining a healthy lifestyle to help combat stress.

Guidance on approaches to assessment of this unit

The approaches to assessment outlined in this section are suggestions only. Other methods may be more suitable for some learners. Experiencing a range of assessment methods helps learners to develop different transferable skills.

If you create your own assessment, or adapt an SQA assessment, you should have it prior verified by SQA before you use it with your learners to ensure it meets the national standards.

You should deliver and assess outcome 1 and outcome 2 concurrently.

Outcome 1

You should gather evidence for outcome 1 at an appropriate point in the unit, in a learner folio, under open-book conditions.

This information must include:

- ◆ identification of **one** current health and lifestyle issue, and a description of the effects this has on health sector workers' health
- ◆ agreed roles and responsibilities for each member of the team
- ◆ identification and description of **three** options to address **one** current health and lifestyle issue
- ◆ explanation of **one** advantage and **one** disadvantage of **each** option

You should gather evidence under open-book conditions at an appropriate point in the unit.

Outcome 2

You should gather evidence for outcome 2 in individual learner folios to include health promotion advice and information on a current health and lifestyle issue.

Learners should produce written and/or oral evidence to fulfil performance criteria (a), (b) and (d). Evidence for performance criterion (c) is based on the learner's participation in a health promotion activity, and you should record this using an assessor observation checklist.

You should gather evidence under open-book conditions at an appropriate point in the unit.

Outcome 3

You should gather evidence for outcome 3 under supervised open-book conditions with learners having access to notes. Learners should produce evidence in response to a series of structured questions, within a time limit of 45 minutes.

Learners must:

- ◆ describe **two** impacts of workplace stress for health sector workers
- ◆ explain **three** benefits of a healthy lifestyle for health sector workers
- ◆ explain **two** reasons why mental well-being is important for health sector workers

The unit ASP illustrates the standard that you should apply. It contains an investigation proforma, learner brief, assessor observation checklists and series of structured questions. If you want to design your own assessments for the unit, you should ensure they are of a comparable standard.

Opportunities for e-assessment

E-assessment is assessment supported by information and communications technology (ICT), such as e-testing, e-portfolios or social software. If you use e-assessment, you must ensure that the national standard is applied to all candidate evidence and that the conditions of assessment specified in the evidence requirements are met. The most up-to-date guidance on using e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities to develop Core Skills

Learners using a computer to do any part of this unit can develop Information and Communication Technology (ICT) Core Skills.

General information for learners

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

This information explains:

- ◆ what the unit is about
- ◆ what you should know or be able to do before you start the unit
- ◆ what you need to do during the unit
- ◆ the opportunities you will have for further learning and employment

This is a 1 National unit credit at SCQF level 5, which you are likely to study as part of a National 5 Skills for Work Health Sector course. It introduces you to the wide range of available options from the health sector that can help improve health and well-being.

On completion of the unit, you should be able to:

- 1 work as part of a team to investigate a current health and lifestyle issue, and explore the range of options available from the health sector to help address the issue
- 2 work as part of a team to give health promotion advice on a current health and lifestyle issue
- 3 describe the impact of workplace stress, and explain the importance of a healthy lifestyle for health sector workers

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

In this outcome, you focus on team working. You investigate a current health and lifestyle issue, and the range of options available from the health sector to help address the issue.

Outcome 2

In this outcome, you continue to focus on team working as you research and give advice on the promotion of health with respect to a current health and lifestyle issue.

Outcome 3

In this outcome, you learn about workplace stress, its impact on health sector workers and the importance of a healthy lifestyle.

Assessment

Outcomes 1 to 3 include open-book assessments and/or direct observation of practice.

Core Skills

If you achieve this unit, you automatically receive certification of the Core Skill components Critical Thinking and Working Co-operatively with Others, both at SCQF level 4.

There may be opportunities for you to develop effective communication and interpersonal skills. If you use a computer while doing any part of this unit, you can develop Information and Communication Technology (ICT) skills.

Administrative information

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History of changes

Version	Description of change	Date

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