

Improving Wellbeing (SCQF level 3) Unit

SCQF: level 3 (6 SCQF credit points)

Unit code: H18M 43

Unit outline

The general aim of this Unit is for learners to undertake an activity aimed at improving the wellbeing of self and/or others. They will participate in setting targets and carrying out a plan for improving wellbeing and will review the planned activity. This will include a review of how the activity has impacted on their personal wellbeing.

Learners who complete this Unit will be able to:

- 1 Undertake a planned activity, with directive support, aimed at improving wellbeing.

This Unit is a mandatory Unit of the Wellbeing Award (SCQF level 3) and is also available as a free-standing Unit. The *Unit Specification* should be read in conjunction with the *Unit Support Notes*, which provides advice and guidance on delivery, assessment approaches, and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

Core Skills

Achievement of this Unit gives automatic certification of the following Core Skill components for the Unit:

Critical Thinking at SCQF level 3
Planning and Organising at SCQF level 3

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods, or considering alternative evidence. For further information please refer to the *Unit Support Notes*.

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

Undertake a planned activity, with directive support, aimed at improving wellbeing by:

- 1.1 identifying a way of improving well-being
- 1.2 participating in setting basic targets to improve well-being
- 1.3 developing a basic plan for an activity to improve well-being
- 1.4 carrying out the planned activity
- 1.5 reviewing the planned activity

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Assessment evidence can be drawn from a variety of sources and presented in a variety of formats. The evidence does not need to be achieved in one activity, but can be assembled from a variety of tasks and assessments undertaken throughout the Award. Evidence may be presented for individual Outcomes or gathered for the Unit or Award as a whole by combining assessment holistically in one single activity.

Exemplification of assessment will be provided in *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

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

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit 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 Unit where there are appropriate opportunities.

1 Literacy

1.3 Listening and talking

3 Health and wellbeing

3.1 Personal learning

3.2 Emotional wellbeing

4 Employability, enterprise, and citizenship

4.6 Citizenship

5 Thinking skills

5.2 Understanding

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life, and skills for work is given in the *Unit Support Notes*.

Administrative information

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Superclass: HB

History of changes to Award Unit Specification

Version	Description of change	Authorised by	Date

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