

Health Sector National 4 Skills for Work Course Specification (C261 74)

Valid from August 2013

This edition, March 2017, version 3.0

This specification may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of this course specification can be downloaded from SQA's website: www.sqa.org.uk.

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 National 4 Skills for Work

SCQF credit points: 24 SCQF credit points

Course code: C261 74

Mandatory units

The course comprises the following mandatory units:

F58P 74*	Health Sector: An Introduction (National 4)	6 SCQF credit points
----------	--	-----------------------------

OR

H6N0 74	Health Sector: An Introduction — Scotland (National 4)	6 SCQF credit points
---------	---	-----------------------------

F58R 74*	Health Sector: Roles and Responsibilities (National 4)	6 SCQF credit points
----------	---	-----------------------------

F598 74*	Health Sector: Health Awareness (National 4)	6 SCQF credit points
----------	---	-----------------------------

F599 74*	Health Sector: Working Safely (National 4)	3 SCQF credit points
----------	---	-----------------------------

F59A 74*	Health Sector: Life Sciences Industry (National 4)	3 SCQF credit points
----------	---	-----------------------------

*Refer to history of changes for revision details.

Recommended entry

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

Progression

This course or its units may provide progression to:

- ◆ SVQs in Health and Social Care
- ◆ National courses or units
- ◆ further/higher education
- ◆ training/employment

Core Skills

There is no automatic certification of Core Skills or Core Skills components in this course. Opportunities to develop aspects of Core Skills 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 is the Sector Skills Council (SSC) that 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 SSC for the UK health sector.

The National 4 Health Sector Course has been designed to link broadly to National Occupational Standards in the health sector.

The National 4 Health Sector Course has been designed to provide a broad introduction to some of the underpinning knowledge that is required for the Occupational Standards at level 2. The course also provides learners with experience of the practical skills required to work at this level in the sector and helps prepare them for further training.

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.sqa.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 (ICT)
- ◆ 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 National 4 Skills for Work Course Specification

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 National 4 Health Sector Course has been designed to provide learners with opportunities to develop generic employability skills in the context of the health sector. The course may also assist progression into further and higher education and training/employment. 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 NHS in Scotland currently employs over 160,000 people and is a major employer in Scotland. The demands placed upon the NHS are increasing, through changes in demographics combined with an ageing workforce as outlined in the Kerr Report (*Building a Better Future for the NHS in Scotland May 2005*). 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. This course has been designed to allow learners to develop knowledge and both generic and vocational employability skills relevant to the sector. It has been designed to help learners develop an understanding of the nature of work in the health sector in order that they can make informed decisions about whether or not they wish to gain employment in this sector.

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
- ◆ provide learners with a broad introduction to the health sector
- ◆ 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 in the health sector are to:

- ◆ develop employability skills specifically valued by employers in the health sector
- ◆ build a broad base of knowledge, skills and understanding related to employment within the health sector, including organisational standards for appearance and behaviour
- ◆ develop an understanding of the roles and responsibilities of individuals employed within the health sector
- ◆ develop an awareness and understanding of equality and diversity within the context of the health sector
- ◆ develop team working skills
- ◆ develop communication skills
- ◆ develop an understanding of care values
- ◆ develop an awareness of the importance of confidentiality
- ◆ develop an understanding of infection control measures
- ◆ develop an awareness of health and safety issues relevant to the control of infection
- ◆ encourage skills of planning, reviewing and evaluation
- ◆ develop self-evaluation skills and confidence to seek feedback from others
- ◆ develop the ability to follow instructions

The course reflects National Occupational Standards for Health and so helps prepare learners to progress to:

- ◆ SVQs in Health and Social Care
- ◆ National Courses or units
- ◆ further/higher education
- ◆ training/employment

Information about typical learners who might do the course

The primary target group for this course is school candidates in S3 and above. It is also 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.

Course structure and conditions of award

Summary of course content

The course introduces learners to the health sector. It includes investigating the different types of provision, the range of services provided and the roles and responsibilities of those working in a specific area of health sector provision. Learners will also investigate career opportunities in the health sector.

Care values are important when working in the health sector. Therefore, learners will explore care values and participate in practical activities that allow them to demonstrate care values, including maintaining confidentiality and an awareness of equality and diversity.

Learners will also assess risks in relation to infection and participate in practical activities to demonstrate infection control measures.

Learners will be given the opportunity to work as members of a team to produce health promotion advice, encouraging co-operative working and developing aspects of the Core Skill of *Working with Others*. They will learn about the main body systems to inform the production of health promotion advice. Effective team-working is an essential element of working in the health sector. Learners will investigate a multidisciplinary team and explore the benefits of a multidisciplinary approach to users of the health sector.

Learners will learn how to participate in a practical activity to take a physiological measurement.

Learners will learn about the range of product types made by the life sciences industry and will participate in a practical activity to demonstrate the use of a biomedical device.

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 learners with the opportunity to practise and develop these skills throughout the course. Learners will have the opportunity to develop their employability skills through practical activities in real or simulated work environments, investigations and team-working activities. Learners 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 their progress throughout the course.

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
- ◆ willingness to contribute to team work
- ◆ awareness of health and safety
- ◆ awareness of the importance of maintaining confidentiality
- ◆ reflecting on own abilities
- ◆ ability to follow instructions
- ◆ awareness of infection control procedures
- ◆ awareness of organisational standards for appearance and behaviour
- ◆ understanding of care values
- ◆ awareness of organisational standards for quality

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: An Introduction (National 4)

The unit introduces learners to the health sector and explores its diversity. Learners will learn about the range of provision and the extensive services provided by the health sector. Learners will participate in practical activities which will help to develop knowledge and understanding of health sector environments.

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

Health Sector: Roles and Responsibilities (National 4)

The unit introduces learners to the range and diversity of careers in the health sector. The unit will also introduce learners to the nature and importance of working in a multidisciplinary team. Learners will learn about the importance of care values within the health sector and will participate in a practical activity which will enable them to demonstrate these in a health sector context.

Health Sector: Health Awareness (National 4)

This unit will provide learners with a basic introduction to the structures and functions of the main body systems. Through team working, learners will produce advice in relation to the promotion of health.

Learners will participate in a practical activity which will help to develop knowledge and skills in taking a physiological measurement.

Health Sector: Working Safely (National 4)

In this unit learners will carry out a risk assessment. Learners will identify possible hazards and risks, including risks relating to infection, in a setting within the health sector. Learners will identify measures to minimise or eliminate these. This unit will allow learners to develop an awareness of their own responsibilities in maintaining a safe working environment. Learners will participate in a practical activity which will help develop knowledge and understanding of infection control measures.

Health Sector: Life Sciences Industry (National 4)

The unit introduces learners to the range of product types made by the life sciences industry and their application in the health sector.

Learners will participate in a practical activity which will help to develop knowledge and skills in the correct use of a biomedical device.

Conditions of award

To achieve the award of National 4 Skills for Work Health Sector, 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:

- ◆ generic employability skills valued by employers
- ◆ 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: An Introduction (National 4)

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 provision in the health sector and the services provided
- ◆ participation in practical activities carried out under supervision in a real or simulated workplace setting
- ◆ learner reviews completed on three occasions detailing progress in relation to the development of specific employability skills valued by the health sector

Health Sector: Roles and Responsibilities (National 4)

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

- ◆ an investigation into roles and career pathways in the health sector
- ◆ an investigation into a multidisciplinary team in the health sector
- ◆ written and/or recorded oral evidence which demonstrates knowledge and understanding of care values 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

Health Sector: Health Awareness (National 4)

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 main body systems
- ◆ performance evidence generated by participation in a practical activity carried out under supervision in a real or simulated health sector environment
- ◆ participation in a group activity to produce health promotion advice

Health Sector: Working Safely (National 4)

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

- ◆ a completed risk assessment
- ◆ written and/or recorded oral evidence which demonstrates knowledge and understanding of how the spread of infection can be controlled in a health sector environment
- ◆ performance evidence generated by participation in a practical activity carried out under supervision in a real or simulated workplace setting

Health Sector: Life Sciences Industry (National 4)

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 products made by the life sciences industry
- ◆ performance evidence generated by participation in a practical activity 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
- 3.4 Planning for, and making choices and changes
- 3.5 Relationships

4 Employability, enterprise and citizenship

- 4.1 Employability
- 4.3 Working with others
- 4.4 Enterprise

5 Thinking skills

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

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: An Introduction (National 4)	= A
Health Sector: Roles and Responsibilities (National 4)	= B
Health Sector: Health Awareness (National 4)	= C
Health Sector: Working Safely (National 4)	= D
Health Sector: Life Sciences Industry (National 4)	= E

Employability skill/attitude	Evidence
◆ Positive attitude to learning and the workplace	A, B
◆ Self respect and respect and consideration for others	A, B, C
◆ Willingness to listen to others and respond constructively to feedback	A, B, C
◆ Awareness of equality and diversity	A, B
◆ Understanding of roles and responsibilities in the workplace	A, B, C, D, E
◆ Willingness to contribute to team work	A, C
◆ Awareness of health and safety	A, D, E
◆ Awareness of the importance to maintaining confidentiality	A, B
◆ Reflecting on own abilities	A, C
◆ Ability to follow instructions	A, C, E
◆ Awareness of infection control procedures	A, D, E
◆ Awareness of organisational standards for appearance and behaviour	A, C
◆ Understanding of care values	A, B
◆ Awareness of organisational standards for quality	A, B, C, D, E

Assessment evidence in all units:

- A = Learner folio including investigation brief and a record of the discussion with teacher/lecturer, assessor observation checklist for two different practical activities, three completed learner review records.
- B = Learner folios including investigation brief and assessor checklist, question paper, candidate response and marking information, assessor observation checklist.
- C = Question paper, candidate response and marking information, assessor observation checklist for the practical activity, assessor observation checklist for the teamwork exercise.
- D = Completed risk assessment, question paper, candidate response and marking information, assessor observation checklist for the practical activity.
- E = Learner folio including investigation brief, assessor observation checklist for the practical activity.

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

In this course it is important learners have access to real or simulated health sector environments and visiting speakers or visits to workplaces in the health sector. It is anticipated that the course will rely upon and build on partnerships between schools, further education colleges, higher education institutions, employers and other training organisations. These partnerships will enable the course to be delivered in a variety of appropriate learning environments with access to relevant teaching expertise. Partnerships with employers give added value to the course and benefit learners by enabling them to make more informed career choices. Employers benefit by attracting a new generation of workers with knowledge and understanding of the sector, thus facilitating attraction, recruitment and retention.

The knowledge and experiences acquired by learners will help to develop transferable employability skills and will also prepare them to work within the context of the health sector in Scotland.

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 and the approaches 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 with Outcome 1 of the unit *Health Sector: An Introduction (National 4)* early in the course. This provides learners with an introduction to the sector and develops skills in investigation and presentation of information which will be further developed throughout the course. Outcomes 2 and 3 of this unit should be integrated with the other four units in the 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 Outcomes 2 and 3 of the unit *Health Sector: An Introduction (National 4)* with other units in the course can be found when carrying out the following activities:

- ◆ contribute to a group presentation and take part in a practical activity in *Health Sector: Health Awareness (National 4)*
- ◆ carry out an investigation and take part in a practical activity in *Health Sector: Life Sciences Industry (National 4)*
- ◆ carry out an investigation and participate in a role play in *Health Sector: Roles and Responsibilities (National 4)*
- ◆ take part in practical activities in *Health Sector: Working Safely (National 4)*

Guidance on approaches to delivery

Learning and Teaching

The types of provision within 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 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 learning and teaching 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-judgmental attitudes should be displayed and encouraged in learners. Learners should develop an awareness of culturally sensitive language.

Materials used by teachers/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 and the approaches to be adopted.

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 a member of staff to give learners a realistic view of work in the health sector. This will help learners 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 infection control. They will also be participating in practical activities to demonstrate the use of biomedical devices. A risk assessment must be carried out by a competent person 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 participated in a relevant moving and handling course.

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.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this course. 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 social software. 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. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment

Opportunities for developing Core Skills

There is no automatic certification of Core Skills in this course; however learners will have the opportunity to develop aspects of the following Core Skills:

Communication: Written Communication will be developed by 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.

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

Problem Solving: Learners have to take responsibility for their own performance during investigations and in the review of their own performance in employability skills. This may allow them to develop the three components of *Problem Solving* — Critical Thinking, Planning and Organising and Reviewing and Evaluating. This can be further developed when carrying out the risk assessment in the unit Health Sector: Working Safely (National 4).

Working with Others: In the unit Health Sector: Health Awareness (National 4) there will be opportunities to develop this Core Skill as learners are required to work as part of a team to produce health promotion advice. This can also be developed as learners may 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 qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

The course introduces you to the health sector. It includes investigating the different types of provision, the range of services provided and the roles and responsibilities of those working in a specific area of health sector provision.

You will also investigate career opportunities in the health sector. Care values are important when working in the health sector. Therefore, you will explore care values and participate in practical activities that allow you to demonstrate care values, including maintaining confidentiality and an awareness of equality and diversity. You will also assess risks in relation to infection and participate in practical activities to demonstrate infection control measures.

You will be given the opportunity to work as members of a team to produce health promotion advice, encouraging co-operative working and developing aspects of the Core Skill of *Working with Others*.

You will learn about the main body systems to inform the production of health promotion advice. Effective team-working is an essential element of working in the health sector. You will investigate a multidisciplinary team and explore the benefits of a multidisciplinary approach to users of the health sector.

You will learn how to participate in a practical activity to take a physiological measurement. You will be introduced to the range of product types made by the life sciences industry and will participate in a practical activity to demonstrate the use of a biomedical device, eg assessing temperature, pulse and blood pressure.

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.

Administrative information

Published: March 2017 (version 3.0)

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. F58P 10 Health Sector: An Introduction F58R 10 Health Sector: Roles and Responsibilities F598 10 Health Sector: Health Awareness F599 10 Health Sector: Working Safely F59A 10 Health Sector: Life Sciences Industry 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

This specification may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of this course specification can be downloaded from SQA's website at www.sqa.org.uk.

Note: You are advised to check SQA's website (www.sqa.org.uk) to ensure you are using the most up-to-date version of the course specification.

© Scottish Qualifications Authority 2013, 2017