



National Unit Specification: general information

UNIT Self Awareness: Physical Health (Access 2)

CODE F38P 08

COURSE Personal Development (Access 2)

SUMMARY

This Unit is a free-standing Unit and has been designed for candidates studying in a supported learning environment who wish to develop their self awareness through self evaluation.

The focus of this Unit is on helping candidates to understand what is involved in maintaining a healthy lifestyle. With teacher/lecturer support candidates will investigate factors which contribute to both healthy and unhealthy lifestyles. They will then use this knowledge to reflect on their own lifestyle.

OUTCOMES

- 1 Investigate factors which contribute to a healthy lifestyle.
- 2 Investigate factors which contribute to an unhealthy lifestyle.
- 3 Review factors which contribute to own lifestyle.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 2 level (6 SCQF credit points at SCQF level 2*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Administrative Information

Superclass: HJ

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National Unit Specification: general information (cont)

UNIT Self Awareness: Physical Health (Access 2)

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in this Unit.

National Unit Specification: statement of standards

UNIT Self Awareness: Physical Health (Access 2)

Acceptable performance in this Unit will be the satisfactory achievement of 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

Investigate factors which contribute to a healthy lifestyle.

Performance Criteria

- (a) Identify factors which have a positive effect on physical health.
- (b) Identify the positive effects these factors have on physical health.

OUTCOME 2

Investigate factors which contribute to an unhealthy lifestyle.

Performance Criteria

- (a) Identify factors which have a negative effect on physical health.
- (b) Identify the negative effects these factors have on physical health.

OUTCOME 3

Review factors which contribute to own lifestyle.

Performance Criteria

- (a) Identify factors which have a positive effect on own physical health.
- (b) Identify factors which could be changed to improve own physical health.
- (c) Identify action points to improve own physical health.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Candidates will receive directive support from their teacher/lecturer throughout the Unit. This means that the teacher/lecturer should issue explicit instructions to candidates to assist them in preparing for their assessment and where appropriate candidates may be prompted during the assessment itself. Prompting should be used to focus the candidate's attention on the activity to allow him/her to remain on task or get him/her back on track.

National Unit Specification: statement of standards (cont)

UNIT Self Awareness: Physical Health (Access 2)

Each candidate should be allowed to provide evidence using his or her normal mode of communication which may be verbal or non-verbal. If candidates are producing written evidence they will only be expected to write a single word or short phrase responses when completing the tasks.

Evidence in the form of written and/or oral and/or other recorded modes of communication, will be required in relation to all Outcomes and Performance Criteria. Acceptable forms of candidate evidence may be, for example, in scribed written form or in the form of a video or audio recording.

Candidates will be given an appropriate template to allow the results of their investigation and their reviews to be recorded.

Outcome 1

For this Outcome the following **three** factors which have a positive effect on physical health must be identified: a healthy balanced diet, regular exercise and rest. Any **one** positive effect each of these factors has on physical health must also be identified.

Outcome 2

For this Outcome any **three** factors which have a negative effect on physical health must be identified. Any **one** negative effect each of these factors has on physical health must also be identified.

Outcome 3

For Performance Criteria (a) candidates should relate the three healthy factors of balanced diet, regular exercise and rest to their own lifestyles. They must then identify an example of each of these **three** factors which has a positive effect on their own physical health.

For Performance Criteria (b) candidates will identify **three** aspects of their lifestyles that they could change in order to improve their own physical health.

For Performance Criteria (c) candidates will identify action points to show how they can make these **three** changes.

The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank item available for this Unit. If a centre wishes to design its own assessments for this Unit they should be of a comparable standard.

National Unit Specification: support notes

UNIT Self Awareness: Physical Health (Access 2)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is a free-standing Unit and it **does not** contribute to the Access 2 Personal Development Course. It is part of a group of free-standing Personal Development Units which focus on helping candidates to develop their self awareness through self evaluation. It therefore offers a broadening option for any candidate working at Access 2 level. It has been designed for candidates studying in a supported learning environment.

The focus of this Unit is on helping candidates to understand how to maintain a healthy lifestyle. With teacher/lecturer support candidates will investigate factors which have both positive and negative effects on physical health and use this knowledge to reflect on their own lifestyle.

Teachers/lecturers should select appropriate activities depending on the age and individual abilities of each candidate. All relevant health and safety guidelines should also be taken into account when deciding upon appropriate levels of supervision.

Teachers/lecturers should also take into account relevant guidelines with regard to supervising candidates when outside the boundaries of the centre.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Learning and teaching approaches used should take account of the particular needs of the candidate group and the context in which they are studying. Brainstorming activities, question and answer sessions, role plays, the use of Information Technology and individual, paired or group work may be appropriate strategies to engage individuals or groups.

Guidance relevant to each Outcome appears below:

The factors which have a positive effect on physical health which must be covered are a healthy balanced diet, regular exercise and getting enough rest. Examples of the positive effects these factors have are shown in the following table.

National Unit Specification: support notes (cont)

UNIT Self Awareness: Physical Health (Access 2)

Factors	Possible positive effects
Healthy Balanced Diet	<ul style="list-style-type: none">◆ Vitamins and nutrients maintain eg hair, bones, teeth and skin◆ Can help maintain/achieve healthy weight
Regular exercise	<ul style="list-style-type: none">◆ Increases energy◆ Better quality of sleep◆ Improves circulation and breathing◆ Can help to maintain/achieve a healthy weight through burning off calories◆ Builds muscles/bones/strength
Getting enough rest (including both sleep and relaxation)	<ul style="list-style-type: none">◆ Increases energy◆ More alert through the day◆ Reduces stress

Candidates' investigations for Outcome 1 should focus only on the factors which have a positive effect on physical health. For example the focus should be on which foods positively contribute to a healthy balanced diet rather than identifying which foods do not contribute. Foods and drinks which have a negative effect on physical health could be investigated as part of Outcome 2.

Suggestions on how each of the three factors could be investigated are given below:

Healthy Balanced Diet

Candidates could investigate the five main food groups, the nutrients they provide and the benefits of these nutrients. Tasks such as identifying which group particular foods belong to or comparing nutritional information on food packaging could be used.

Regular Exercise

Candidates could investigate the benefits of regular exercise such as maintaining general fitness and energy levels, strengthening bones and muscles and how this can relate to weight. Candidates could identify the benefits of popular activities such as walking, running, swimming or dancing.

Rest

Candidates could investigate how a regular sleeping routine adds to a healthy lifestyle. This could be through discussion where candidates reflect on their own sleeping patterns and how they might feel after going to bed later than usual. This section could also include promoting rest or relaxation as a way to unwind, relieve stress and recharge the body.

National Unit Specification: support notes (cont)

UNIT Self Awareness: Physical Health (Access 2)

In Outcome 2 candidates are required to investigate factors which contribute to an unhealthy lifestyle. It is anticipated that factors which have a negative effect on physical health will be selected with direction from the teacher/lecturer. The factors investigated may be negative examples of the three factors covered in Outcome 1 or additional factors which the teacher/lecturer thinks are more appropriate for the candidate or candidates studying the Unit. For example, with regards to exercise, where Outcome 1 would focus on the exercise as a way of controlling weight and strengthening bones and muscles, the investigation for Outcome 2 would focus on the potential consequences of not exercising regularly for example, low energy levels, lack of general fitness, breathing and circulation problems and weight increase.

As mentioned above, centres can focus on the same three factors for both Outcome 1 and Outcome 2 or substitute one or more other factors which have a negative effect on physical health for Outcome 2. For example drug abuse, alcohol abuse and smoking may be more relevant for a particular candidate group.

Factors	Possible negative effects
Unhealthy unbalanced diet	<ul style="list-style-type: none"> ◆ Weight gain ◆ Unhealthy teeth, skin, hair etc ◆ Potential heart disease ◆ Potential diabetes ◆ Weaker immune system
Lack of regular exercise	<ul style="list-style-type: none"> ◆ Low energy levels ◆ Lack of general fitness ◆ Weight gain ◆ Breathing and circulation problems
Insufficient rest (including sleep and relaxation)	<ul style="list-style-type: none"> ◆ Lack of energy ◆ Negative effect on physical appearance ◆ Tired through the day ◆ Disrupted sleeping pattern
Smoking	<ul style="list-style-type: none"> ◆ Can lead to lung/throat/heart disease ◆ Chemicals and toxins inhaled are poisonous ◆ Addiction
Alcohol abuse	<ul style="list-style-type: none"> ◆ Liver/heart disease ◆ Weight gain ◆ Physical addiction
Drug abuse	<ul style="list-style-type: none"> ◆ Physical addiction ◆ Related health issues

National Unit Specification: support notes (cont)

UNIT Self Awareness: Physical Health (Access 2)

Candidates are required to relate their investigations on healthy and unhealthy factors to their own lifestyles and identify action points for improving their own physical health. In order to do this, candidates could record their eating, sleeping and exercise activities over the one week in a diary or log. Candidates could then review this diary or log to identify three factors which contribute to their physical health.

With reference to the patterns recorded and identified in the diary or log, candidates could identify action points for one week focussing on changes they can make to their lifestyles which could improve their physical health. These could include, for example, planning to go to bed at the same time each night, eating an apple as a snack instead of a chocolate bar and/or walking to school instead of taking the bus.

The action points should concentrate on the rest, exercise and what food is eaten by the candidate. Examples of questions candidates could be encouraged to ask in relation to each factor are given below:

Diet: What food is eaten?
Does the candidate like/dislike this food?
How much food is eaten?
What time is the candidate eating?
Does the candidate have an eating routine?

Exercise: How long is spent exercising?
What is the exercise activity?
Does the candidate enjoy this activity?
How strenuous is the activity?
Is any equipment required / is equipment suitable?

Sleep: How many hours sleep?
Quality of sleep?
Does the candidate have a sleep routine?
Was an alarm needed to wake up?
Is bed comfortable/warm enough?
Is room well ventilated?
Is there a television in the room?

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will be involved in carrying out an investigation and an evaluation and this will provide opportunities for developing aspects of *Problem Solving* at Access 2 level. There may also be an opportunity for developing aspects of *Communication* at Access 2 level while identifying the aspects of a healthy/unhealthy lifestyle.

National Unit Specification: support notes (cont)

UNIT Self Awareness: Physical Health (Access 2)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Opportunities for the use of 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 communications 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 candidate 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)*.

Evidence could be generated for Outcomes 1 and 2 by asking candidates to match various factors which have a positive effect on physical health to various examples of physical health. The same approach could be used when investigating factors which have a negative effect on physical health.

Alternatively, candidates could be asked to identify the effects of a particular factor from a list of alternatives. The list could be given in written, oral or pictorial form. Such a list should be tailored to suit each candidate's preferred mode of communication.

Evidence could also be generated in the form of, for example, a poster, information sheet, or an audio or video recording. Alternatively a performance activity such as a play or presentation to promote a healthy lifestyle could be used and evidence recorded on an assessor checklist or audio/visual recording.

Evidence for Outcome 3, Performance Criteria (a) and (b) could be generated from a diary or log in which candidates record their eating, sleeping/resting and exercise patterns for one week. This diary or log could be, for example, written, scribed, electronic, or an audio/video recording.

The action points could be incorporated into the diary or log and be written, scribed, saved on a computer file, or an audio or video recording.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).