

Unit Title:	Contribute to raising awareness of health issues
Unit sector reference:	HSC 3001
Level:	3
Credit value:	4
Guided learning hours:	26
Unit accreditation number:	T/601/9027

Unit purpose and aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to work as part of a team to raise awareness of health issues.

Learning Outcomes The Learner will:	Assessment Criteria The Learner can:	Exemplification
1 Understand factors affecting awareness-raising activities about health issues	1.1 Analyse reasons why it may be necessary to raise awareness of health issues 1.2 Compare the roles of agencies and others who may be involved in raising awareness of health issues 1.3 Describe factors to consider when planning awareness-raising activities	Health issues may include: <ul style="list-style-type: none"> • Specific health needs • Actions or behaviours that may put health or development at risk Others may include: <ul style="list-style-type: none"> • Co-workers, line manager and other professionals • Carers, friends and relatives of individuals • Others who are important to the well-being of individuals
2 Be able to recognise the need for raising awareness of health issues	2.1 Access information and support about health issues and approaches to raising awareness 2.2 Identify with others any health issues affecting individuals about which awareness needs to be raised 2.3 Review with others the demand for and interest in raising awareness of a particular health issue	An individual is someone requiring care or support
3 Be able to assist in planning activities to raise awareness of health issues	3.1 Contribute to agreeing roles and responsibilities within a team planning awareness-raising	The plan may include: <ul style="list-style-type: none"> • aims, objectives, outcomes and target audience • media and communication

Learning Outcomes The Learner will:	Assessment Criteria The Learner can:	Exemplification
	activities 3.2 Work with the team to plan a set of activities to raise awareness about a health issue	formats <ul style="list-style-type: none"> • best options to meet aims • how to implement activities • how to monitor activities • roles and responsibilities Activities may include: <ul style="list-style-type: none"> • Consultations • Interviews • Questionnaires • Presentations • Displays/posters • Discussion groups • Self-analysis checklists
4 Be able to contribute to implementing activities for raising awareness of health issues	4.1 Carry out agreed role to implement activities 4.2 Demonstrate communication that promotes effective team work while the plan is implemented 4.3 Encourage individuals and others to give feedback about awareness-raising activities	
5 Be able to review the effectiveness of activities to raise awareness of health issues	5.1 Work with others to agree processes and criteria for reviewing the programme of activities 5.2 Collate and present information about the activities 5.3 Work with others to review the effectiveness of the programme 5.4 Make recommendations for changes to awareness-raising activities	Information may include information about: <ul style="list-style-type: none"> • Processes • Outcomes • Impact on target audience • Cost effectiveness

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Competence based assessment must include direct observation as the main source of evidence.

For this unit, learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

National Occupational Standards (NOS) mapping/signposting

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in health and social care developed by Skills for Care and Development:

HSC3103

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk

1.1.1 Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Link to functional skills standards <http://www.qcda.gov.uk/15565.aspx>

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening		Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.