

## Exploring Wellbeing (SCQF level 3) Unit

**SCQF:** level 3 (6 SCQF credit points)

**Unit code:** H18L 43

### Unit outline

The general aim of this Unit is to explore what it means to have a sense of personal wellbeing. Differing views of mental, emotional, social, and physical health and wellbeing will be considered. Learners will develop an understanding of personal wellbeing as a holistic concept, influenced by individual, social, global, and environmental factors. Using a few sources of information, learners will find out about factors that influence wellbeing. Learners will also develop the ability to assess the usefulness of information to help them make informed choices about wellbeing. Learners will undertake an investigation into wellbeing and present their findings in a suitable way.

Learners who complete this Unit will be able to:

- 1 Investigate wellbeing in different contexts, with directive support.

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*.

## **Recommended entry**

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

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

## **Core Skills**

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

Critical Thinking 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:

Investigate wellbeing in different contexts, with directive support, by:

- 1.1 describing what wellbeing means in different contexts
- 1.2 identifying influences on wellbeing, using a few sources of information
- 1.3 describing the usefulness of the information
- 1.4 presenting findings in a suitable way

### 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*.

Thinking skills shown in this Unit provide automatic certification of the Core Skill component: Critical Thinking at SCQF level 3.

## Administrative information

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**Superclass:** HB

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### History of changes to Award Unit Specification

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.

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