



National Unit Specification: general information

UNIT Health Sector: Roles and Responsibilities (Intermediate 1)

CODE F58R 10

SUMMARY

This Unit has been designed as a mandatory Unit of the Intermediate 1 Health Sector Course but can also be taken as a freestanding Unit. It is suitable for candidates who have no previous experience of the health sector.

The Unit introduces candidates to the range and diversity of careers in the health sector. The Unit will also introduce candidates to the nature and importance of working in a multidisciplinary team. Candidates 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.

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.

OUTCOMES

- 1 Investigate a range of roles and career pathways in the health sector.
- 2 Investigate a multidisciplinary team and explain its purpose.
- 3 Identify a range of care values for the health sector and explain their importance.
- 4 Demonstrate care values in an interaction within a health sector environment.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

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CREDIT VALUE

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4*).

**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.*

CORE SKILLS

There is no automatic certification of Core Skills in this Unit. Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches* for this Unit.

National Unit Specification: statement of standards

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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 a range of roles and career pathways in the health sector.

Performance Criteria

- (a) Identify job roles from a range of provision in the health sector.
- (b) Describe the responsibilities of identified job roles.
- (c) Identify and describe career pathways for identified job roles.
- (d) Identify and describe the training, qualifications and experience required for identified job roles.

OUTCOME 2

Investigate a multidisciplinary team and explain its purpose.

Performance Criteria

- (a) Identify the members of a multidisciplinary team in the health sector.
- (b) Explain the purpose of the multidisciplinary team.
- (c) Identify a range of services provided by the multidisciplinary team.
- (d) Explain the benefit of a multidisciplinary approach for specified users.

OUTCOME 3

Identify a range of care values for the health sector and explain their importance.

Performance Criteria

- (a) Identify a range of care values in the health sector.
- (b) Explain how care values protect the rights of users.
- (c) Explain how care values are promoted in the health sector.

OUTCOME 4

Demonstrate care values in an interaction within a health sector environment.

Performance Criteria

- (a) Open the interaction in a positive and helpful manner.
- (b) Establish user needs using active listening, questioning, summarising and reflecting.
- (c) Respond to needs demonstrating identified care values.
- (d) Conclude the interaction according to organisational guidelines.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Written and/or recorded oral evidence and performance evidence which covers all Outcomes and Performance Criteria is required for this Unit.

Outcome 1 — Written and/or Oral evidence

Evidence for Outcome 1 will be gathered in open-book conditions at appropriate points in the Unit. Evidence will be gathered in a candidate folio.

Candidates will investigate a range of roles and career pathways in the health sector. Candidates will be given a brief for the investigation.

Candidates are required to:

- ◆ identify **one** job role from **three** types of provision in the health sector
- ◆ describe **three** main responsibilities of **each** of the identified job roles
- ◆ identify and describe **one** possible career pathway for **each** identified job role
- ◆ identify and describe the training, qualifications and experience required for **each** identified job role

Candidates must organise and present findings in an appropriate format. A template for the investigation will be provided.

The provision will be selected from the range below:

- ◆ National Health Service — primary care
- ◆ National Health Service — secondary care
- ◆ independent healthcare
- ◆ complementary therapies
- ◆ life sciences industry
- ◆ retail pharmaceutical industry
- ◆ community and voluntary sector

Outcome 2 — Written and/or oral evidence

Evidence for Outcome 2 will be gathered in open-book conditions at appropriate points throughout the Unit. Candidates will investigate a multidisciplinary team in the health sector. The team to be investigated will be negotiated and agreed with the teacher/lecturer. Evidence will be gathered in a candidate folio. Candidates will be given a brief for the investigation.

Candidates are required to:

- ◆ identify **five** members of **one** multidisciplinary team
- ◆ explain the purpose of the identified multidisciplinary team
- ◆ identify **three** services provided by the identified multidisciplinary team
- ◆ explain **one** benefit of the multidisciplinary approach for **two** users

National Unit Specification: statement of standards (cont)

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The services will be selected from the range below:

- ◆ research and development
- ◆ scientific and technical
- ◆ screening
- ◆ diagnosis
- ◆ care and treatment
- ◆ prevention of ill health and health promotion
- ◆ maintenance of health
- ◆ management, administrative and support services

The users will be selected from the range below:

- ◆ patients
- ◆ customers
- ◆ relatives/carers
- ◆ doctors
- ◆ dentists
- ◆ pharmacists
- ◆ nurses
- ◆ Allied Health Professions
- ◆ ancillary and support staff

Candidates must organise and present findings in an appropriate format. A template for the investigation will be provided.

Examples of multidisciplinary teams are provided in the support notes.

Outcome 3 — Written and/or Oral Evidence

Evidence for Outcome 3 will be gathered at an appropriate point in the Unit. Evidence will be gathered under supervision in open-book conditions with candidates having access to notes.

Candidates are required to:

- ◆ identify **three** care values in the health sector
- ◆ explain **one** way in which care values protect the rights of users
- ◆ explain **one** way in which care values are promoted in the health sector

Examples of the care values appropriate to the health sector are provided in the support notes.

Outcome 4 — Performance Evidence of a Practical Activity

Candidates will demonstrate the achievement of all Performance Criteria during a practical activity. Candidates will be provided with a scenario in which they can:

- ◆ open the interaction in a positive and helpful manner

National Unit Specification: statement of standards (cont)

UNIT Health Sector: Roles and Responsibilities (Intermediate 1)

- ◆ establish user needs using active listening, questioning, summarising and reflecting
- ◆ respond to the needs demonstrating **two** identified care values
- ◆ conclude the interaction according to organisational guidelines

Throughout the interaction candidates must use appropriate language in relation to equality and diversity. This includes body language and non-verbal communication. Candidates must maintain a positive attitude throughout the interaction.

An assessor observation checklist must be used to support the performance evidence.

The practical activity will be carried out either in a real or simulated health sector environment. Further guidance on an appropriate practical activity can be found in the support notes.

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It contains investigation pro formas with an accompanying brief, a series of structured questions and an assessor observation checklist. 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 Health Sector: Roles and Responsibilities (Intermediate 1)

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 has been designed as a mandatory Unit of the Intermediate 1 Health Sector Course but can also be taken as a freestanding Unit. It is suitable for candidates who have no previous experience of the health sector.

The Unit introduces candidates to the range and diversity of careers in the health sector. The Unit introduces candidates to the nature and importance of working in a multidisciplinary team. Candidates will be given the opportunity to learn about care values and will demonstrate these in a practical context. Much of the work for this Unit will be done through candidate research. This will encourage the development of skills such as time management, information retrieval and research skills.

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.

Outcome 1

This Outcome is intended to provide candidates with a broad overview of the range and diversity of careers and career pathways in the health sector. Candidates will develop a broad understanding of job roles. Candidates should explore the range of contexts for a job role, which reflect the diversity of the health sector eg a pharmacist could work in a hospital, a community, the life sciences industry, the retail sector or a private practice. The range of provision is specified within the Evidence Requirements.

Where the Unit is being taken as part of the Intermediate 1 Health Sector Course, candidates will further develop their knowledge and understanding of the health sector gained in Outcome 1 of the Unit *Health Sector: An Introduction (Intermediate 1)*. Candidates will have gained knowledge of the different types of provision and the services provided in that Unit.

The investigation will be recorded in a candidate folio and include all Performance Criteria specified. If doing this Unit as part of the Intermediate 1 Health Sector Course candidates will have developed skills on how to carry out an investigation and how to organise and present their findings in Outcome 1 of the Unit *Health Sector: An Introduction (Intermediate 1)*.

The folio could be produced in a variety of formats eg a presentation which could be in an electronic format, display, poster or leaflet. The language and materials used throughout should promote equality and diversity and avoid cultural stereotypes. Candidates should be encouraged to identify ways in which their folio or presentation of information reflects and promotes equality and diversity.

National Unit Specification: support notes (cont)

UNIT Health Sector: Roles and Responsibilities (Intermediate 1)

This could include the use of signs, symbols, pictures etc. Where information is presented orally, candidates should ensure that the audience can hear the presentation and see any visual aids, to ensure equality.

Outcome 2

This Outcome is intended to provide an introduction to the purpose of multidisciplinary teams within the health sector and the benefits they bring. A multidisciplinary team is a group of people from different disciplines (both healthcare and non-healthcare) who work together to provide care for patients with a particular condition. Candidates should be made aware that the exact composition of multidisciplinary teams will vary according to many factors. These factors can include the following: specific condition, the scale of the service being provided, and geographical/socio-economic factors in the local area.

A multidisciplinary team could include specialist doctors, surgeons, specialist nurses, physiotherapists, occupational therapists, psychologists, dieticians and many others. Centres could use the concept of the 'patient journey' as a way of teaching candidates about multidisciplinary teams. The patient journey is the pathway through the health services taken by the patient. It involves a wide range of people, from administrators and support staff to consultants. As such it will help candidates identify who makes up the multidisciplinary team.

The investigation will be recorded in a candidate folio and include all Performance Criteria specified.

Outcome 3

This Outcome is intended to provide an insight into care values in the health sector and how they underpin codes of conduct for professional staff groups working in the health sector. A value is defined as 'that which is desirable and worthy for its own sake'. Care values in health care are based on the following:

- ◆ respecting the individual and their ability to make decisions with regard to their own health and future
- ◆ acting only to benefit the patient or others
- ◆ not harming the patient or others
- ◆ respect for confidentiality
- ◆ equality and diversity

It should be appreciated that this list is not exhaustive and there may be others which are applicable.

Equality is about creating a fairer society where everyone can participate and has the opportunity to fulfil their potential. Diversity is about creating a culture and practices that recognise, respect, value and harness difference for the benefit of patients and staff. Central to equality and diversity is acceptance of and respect for others. It involves treating everyone equally and in ways that respects diversities and differences. Candidates should be made aware that these care values are translated into codes of conduct for particular professions and groups of workers in the health sector. Working to a code of conduct protects, promotes and maintains the health and safety of the public.

National Unit Specification: support notes (cont)

UNIT Health Sector: Roles and Responsibilities (Intermediate 1)

Evidence for this Outcome could be recorded in response to a series of questions with candidates having access to notes.

Outcome 4

This Outcome is intended to provide candidates with opportunities to demonstrate specified employability skills and identified care values within a practical activity. Throughout the activity candidates are required to use appropriate language and attitudes in relation to equality and diversity. This includes body language and non-verbal communication. The practical activity will allow candidates to generate evidence for the following employability skills:

- ◆ 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
- ◆ awareness of the importance of maintaining confidentiality
- ◆ understanding of care values
- ◆ awareness of organisational standards for quality

Examples of relevant practical activities could include:

- ◆ responding to a request for an appointment in hospital or GP surgery
- ◆ responding to a request for information about follow up treatment after discharge from hospital
- ◆ responding to a request for information from a patient's relative

Employability Skills

In this Unit candidates will generate evidence for the following employability skills:

- ◆ 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
- ◆ awareness of the importance of maintaining confidentiality
- ◆ understanding of care values
- ◆ awareness of organisational standards for quality

Although not directly assessed in this Unit, there are also opportunities to develop the following employability skills:

- ◆ reflecting on own abilities
- ◆ willingness to contribute to team work
- ◆ ability to follow instructions
- ◆ awareness of organisational standards for appearance and behaviour

National Unit Specification: support notes (cont)

UNIT Health Sector: Roles and Responsibilities (Intermediate 1)

These skills can be practised in real or simulated workplace environments, role play and individual or group classroom activities.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Outcome 1

Candidates must identify a range of job roles and career pathways within the health sector. This will be in the form of an investigation. The investigation will require candidates to gather information from a variety of sources. This could include:

- ◆ visiting speakers
- ◆ Internet
- ◆ library
- ◆ careers advisors
- ◆ College and University prospectuses
- ◆ interviews with workers in the health sector
- ◆ workplace visits

It may be beneficial for candidates to work in groups and share information although the final investigation must be the candidate's own work. Candidates should discuss and agree with the teacher/lecturer a suitable format for presenting the information. Initial discussions can be carried out in groups and whole class expositions. There is the opportunity for candidates to practise and develop skills of verbal and non verbal communication, planning and respect and consideration for others. The format and presentation of the information may allow candidates to develop an awareness of issues relating to equality and diversity.

Outcome 2

Candidates must identify the members of a specific multidisciplinary team and explain the purpose of that multidisciplinary team. Candidates must also identify a range of services provided by the team and identify a benefit for two users. Evidence could be presented in the form of a diagram illustrating the multidisciplinary team's involvement throughout a patient journey. The following are examples of the beginning of patient journeys:

- ◆ an accident resulting in a broken leg
- ◆ a planned admission for minor surgery, such as a tonsillectomy
- ◆ a sudden onset of illness requiring hospital admission, such as appendicitis
- ◆ a new baby in a family until the age of three
- ◆ a terminally ill patient being cared for in their own home
- ◆ a young person being diagnosed with asthma

Candidates should be made aware that the multidisciplinary team is involved throughout that journey but individual roles and responsibilities will change according to the stage of the patient's condition or development.

National Unit Specification: support notes (cont)

UNIT Health Sector: Roles and Responsibilities (Intermediate 1)

The health needs of patients differ as they move through their journey. Visiting speakers and workplace visits can provide valuable insight into the benefits of a multidisciplinary approach. Candidates should be encouraged to work in groups and share information.

Outcome 3

Teacher/lecturer input and discussion will be required on care values in the health sector. It should be stressed that the purpose of having an agreed set of care values is to safeguard patients and others at all times. Visiting speakers could provide useful input into how these care values are applied in the health sector. Discussions and debates within the class could highlight the vulnerability of patients in relation to their health and the need for trusting relationships with those who work in the health sector.

Debate and discussion could focus on scenarios which present a range of issues such as consent and confidentiality in the health sector. Examples might include a patient refusing to have a blood transfusion for religious reasons, a terminally ill patient who wishes to discontinue chemotherapy, a female patient who wishes to be treated by a doctor of the same gender for religious and cultural reasons.

Candidates could be encouraged to develop a code of conduct for the class group which reflects care values in the health sector. This could include appropriate behaviour for different situations such as health and safety issues on workplace visits, respecting confidentiality with visiting speakers and how to respect and respond to cultural differences.

Outcome 4

There are opportunities to integrate the teaching of Outcomes 3 and 4. The knowledge and skills gained in Outcome 3 can be demonstrated in the interaction in Outcome 4. Teacher/lecturer input and discussion will be required and teachers/lecturers should act as role models in the demonstration of care values and the promotion of equality and diversity. The use of role play and scenarios will help candidates develop an understanding of how to respond to patients in a simulated context.

Multimedia footage or feedback from teacher/lecturer or other candidates could be used as a review tool to assess candidate's responses and decide on the appropriateness of their actions. The use of role play will also help candidates to gain simulated experience of a range of health needs and job roles and responsibilities in relation to health. Consideration should be given to the emotional climate in interactions with patients and the effects of illness, stress and anxiety. The importance of confidentiality and non-judgemental attitudes should be stressed.

Visiting speakers could provide valuable insight into how these care values are applied in the health sector.

National Unit Specification: support notes (cont)

UNIT Health Sector: Roles and Responsibilities (Intermediate 1)

Delivery of this Unit could incorporate a variety of teaching and learning methods including:

- ◆ teacher/lecturer presentations
- ◆ group work and discussions
- ◆ handouts
- ◆ visiting speakers
- ◆ workplace visits
- ◆ practical activities
- ◆ individual and group research
- ◆ internet searches

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will be involved in an investigation and an interaction. There are opportunities within this Unit for candidates to work with others, which would enable them to develop effective communication and interpersonal skills. Candidates will have opportunities to develop oral communication skills during the interaction. If the candidate uses a computer while undertaking any part of this Unit they will have the opportunity to develop Information Technology skills.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Outcome 3 should be delivered before Outcome 4, so that candidates can gain knowledge before carrying out the practical activity. Outcome 4 should be assessed towards the end of the Unit.

Outcome 1

The evidence will be gathered in an individual folio of evidence which will include the following information:

- ◆ identification of **one** job role from **three** types of provision in the health sector
- ◆ description of **three** main responsibilities for **each** identified job roles
- ◆ description of a possible career pathway for **each** identified job role
- ◆ description of the training, qualifications and experience required for each identified job role

The evidence will be gathered in open-book conditions at appropriate points in the Unit.

Outcome 2

The evidence will be gathered in an individual folio of evidence which will include information on a multidisciplinary team. Candidates should be given a choice as to their preferred method of submission. Evidence could be presented in the following formats:

- ◆ written information
- ◆ diagrams or charts
- ◆ an electronic slide show
- ◆ multimedia presentation

National Unit Specification: support notes (cont)

UNIT Health Sector: Roles and Responsibilities (Intermediate 1)

Outcome 3

The evidence will be produced in supervised open-book conditions. The evidence will be produced by candidates on their own at an appropriate point in the Unit with candidates having access to relevant learning and teaching materials. Evidence could be gathered in response to a series of structured questions within a time limit of one hour.

Outcome 4

Performance evidence for Outcome 4 could be based on a role play, which should be observed by the assessor using an observation checklist. Observation should be based on a practical activity designed to allow candidates to demonstrate care values including confidentiality and respectful attitudes. Role play scenarios should cover a range of roles, responsibilities and functions within the health sector.

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It contains investigation pro formas with an accompanying brief, a series of structured questions and an assessor observation checklist. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

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)*.

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).