



## National Unit Specification: general information

**UNIT** Health Sector: Working in Non Clinical Roles (SCQF level 5)

**CODE** F88K 11

### SUMMARY

This Unit has been designed as a mandatory Unit of the SCQF level 5 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 non clinical roles in the Health Sector. Candidates will undertake an investigation into the roles and responsibilities of non clinical roles and the diversity of career opportunities available. Candidates will also participate in a practical activity which will enable them to demonstrate customer care skills in a non clinical role.

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 non clinical job roles in the Health Sector.
- 2 Demonstrate customer care skills in an interaction in a non clinical role.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

0.5 credit at SQA level 5 (3 SCQF credit points at SCQF level 5).

*\*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.*

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#### Administrative Information

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## **National Unit Specification: general information (cont)**

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### **CORE SKILLS**

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit Specification.

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

## **National Unit Specification: statement of standards**

### **UNIT Health Sector: Working in Non Clinical Roles (SCQF level 5)**

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 non clinical job roles in the Health Sector.

##### **Performance Criteria**

- (a) Identify non clinical job roles in the Health Sector.
- (b) Describe the main responsibilities of identified job roles.
- (c) Describe a possible career pathway for identified job roles.
- (d) Describe the training, qualifications and experience required for identified job roles.

#### **OUTCOME 2**

Demonstrate customer care skills in an interaction in a non clinical role.

##### **Performance Criteria**

- (a) Open the interaction in a positive and helpful manner while adhering to organisational guidelines.
- (b) Establish customer needs using open and closed questioning techniques and active listening.
- (c) Provide information relevant to customer needs.
- (d) Maintain a positive attitude, tone and confidentiality throughout the interaction.
- (e) Conclude the interaction while adhering to organisational guidelines.

## National Unit Specification: statement of standards (cont)

### UNIT Health Sector: Working in Non Clinical Roles (SCQF level 5)

#### 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 throughout the Unit. Evidence will be gathered in a candidate folio.

Candidates will investigate a range of non clinical job roles in the Health Sector. Candidates will be given a brief for the investigation.

Candidates are required to:

- ◆ identify **three** non clinical job roles
- ◆ describe **three** main responsibilities, one of which must be in relation to confidentiality, for **each** identified job role
- ◆ describe **one** possible career pathway for **each** identified job role
- ◆ describe the training, qualifications and experience required for **each** identified job role

##### Outcome 2 — Performance Evidence

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 while adhering to organisational guidelines
- ◆ establish customer needs using open and closed questioning techniques and active listening
- ◆ provide information relevant to customer needs
- ◆ maintain a positive attitude, tone and confidentiality throughout the interaction
- ◆ conclude the interaction while adhering 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.

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 an investigation pro forma, candidate brief 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: Working in Non Clinical Roles (SCQF level 5)**

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 20 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

This Unit has been designed as a mandatory Unit of the SCQF level 5 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 non clinical roles in the Health Sector. Candidates will undertake an investigation into the roles and responsibilities of non clinical roles and the diversity of career opportunities available. Candidates will also participate in a practical activity which will enable them to demonstrate customer care skills in a non clinical role.

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 Unit is designed to introduce candidates to the range of non clinical roles in the Health Sector such as management, administrative and support service posts. Administrative and clerical staff provide the services and back up support necessary for the smooth running of the Health Sector and support staff maintain the buildings, equipment and provide services such as laundry and catering. There are a wide variety of job roles such as department managers, receptionists, and medical secretaries, clerks, IT Technicians, porters, domestics and cleaning staff. Candidates will develop an awareness of the employment opportunities and career pathways available and 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 an administrator could work in a hospital, a GP practice, a community provision or a private practice.

The investigation will be recorded in a candidate folio and include all Performance Criteria specified. It is important that candidates learn to organise and present their findings as these can be transferred to other contexts. The folio could be produced in a variety of formats eg a presentation, display, poster or leaflet. Candidates should be encouraged to identify ways in which their folio or presentation of information reflects and promotes equality and diversity. This could include the use of signs, symbols, pictures etc.

#### **Outcome 2**

This Outcome is intended to provide candidates with opportunities to demonstrate specified employability skills within a practical activity. Opportunities will arise for the teacher/lecturer to observe and provide constructive feedback to candidates on how they conduct themselves and perform in relation to the interaction. Candidates should demonstrate a willingness to listen to and respond constructively to feedback. Candidates should develop an awareness of appropriate language and attitudes in relation to equality and diversity. This includes body language and non-verbal communication. Throughout the activity candidates are required to use appropriate language and attitudes in relation to equality and diversity.

## **National Unit Specification: support notes**

### **UNIT Health Sector: Working in Non Clinical Roles (SCQF level 5)**

Examples of relevant practical activities could include:

- ◆ explaining to a patient that a planned operation has been cancelled
- ◆ contacting a GP surgery to make arrangements for a patient being discharged
- ◆ collecting information on a patient's admission
- ◆ arranging an urgent appointment for a patient at the request of a GP
- ◆ responding to an enquiry on an NHS helpline
- ◆ responding to a complaint about a breach of confidentiality

#### **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
- ◆ understanding of the importance of maintaining confidentiality
- ◆ reflecting on own abilities
- ◆ understand and seek clarification of instructions
- ◆ demonstrate an awareness of organisational standards for appearance and behaviour
- ◆ understanding of organisational principles and values in the Health Sector

Although not directly assessed in this Unit, there may be opportunities to develop the following employability skill:

- ◆ contribute to team work

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 in non clinical roles in 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 which could include:

- ◆ visiting speakers
- ◆ Internet
- ◆ library
- ◆ interviews with workers in the Health Sector
- ◆ workplace visits

## **National Unit Specification: support notes (cont)**

### **UNIT Health Sector: Working in Non Clinical Roles (SCQF level 5)**

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 communication, planning and respect and consideration for others.

#### **Outcome 2**

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 their response and decide on the appropriateness of their actions. Use of role play will also help candidates to gain simulated experience of a range of health needs, 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.

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 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 and Communication Technology* skills.

## National Unit Specification: support notes (cont)

### UNIT Health Sector: Working in Non Clinical Roles (SCQF level 5)

#### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Outcome 1 should be delivered before Outcome 2, so that candidates can gain knowledge before carrying out the practical activity.

##### Outcome 1

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

- ◆ identification of **three** non clinical job roles in Health Sector
- ◆ description of **three** main responsibilities, one of which must be in relation to confidentiality, for **each** identified job role
- ◆ description of **one** 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 throughout the Unit.

##### Outcome 2

Performance evidence for Outcome 2 could be based on a role play, which should be observed by the assessor using an observation checklist. Observation should be based on a role play exercise designed to allow candidates to demonstrate confidentiality and respectful attitudes. Role play scenarios should cover a range of roles, responsibilities and functions within the management, administrative and support services in the Health Sector.

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It contains an investigation pro forma, candidate brief 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 Communication 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)*.

#### DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).