

Unit title: Health Sector: Working in Non Clinical Roles
(National 5)

Unit code: F88K 75

Superclass: PA

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Unit purpose

This unit has been designed as a mandatory unit of the National 5 Health Sector Course, but can also be taken as a freestanding unit. It is suitable for learners who have no previous experience of the health sector.

The unit introduces learners to the range and diversity of careers in non-clinical roles in the health sector. Learners will undertake an investigation into the roles and responsibilities of non clinical roles and the diversity of career opportunities available. Learners 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

On successful completion of the unit the learner will be able to:

- 1 Investigate non clinical job roles in the health sector.
- 2 Demonstrate customer care skills in an interaction in a non clinical role.

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Credit points and level

0.5 National unit credit at SCQF level 5: (3 SCQF credit points at SCQF level 5)

Recommended entry to the unit

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

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes for this unit specification.

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

Context for delivery

If this unit is delivered as part of a course, it is recommended that it should be taught and assessed within the subject area of the course to which it contributes.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

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.

Further advice can be found on our website
www.sqa.org.uk/assessmentarrangements.

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 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)

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Evidence requirements for this unit

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria.

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 learner folio.

Learners will investigate a range of non-clinical job roles in the health sector. Learners will be given a brief for the investigation.

Learners 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

Learners will demonstrate the achievement of all performance criteria during a practical activity. Learners 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 learners 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.

National unit specification: Statement of standards (cont)

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The Assessment Support Pack (ASP) provided for this unit illustrates the standard that should be applied. It contains an investigation pro forma, learner 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: Statement of standards (cont)

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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. Employability is a key aspect of Skills for Work and is present throughout the unit. In addition, there are a number of other skills that learners will be expected to improve on and develop as they undertake this unit, these can be drawn from the main skills areas listed below. These must be built into the unit where there are appropriate opportunities.

1 Literacy

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

3 Health and wellbeing

- 3.1 Personal Learning
- 3.2 Emotional wellbeing

5 Thinking skills

- 5.1 Remembering
- 5.2 Understanding
- 5.3 Applying
- 5.4 Analysing and evaluating

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 as 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 *National unit support notes*.

National unit support notes

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Unit support notes are offered as guidance and 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 National 5 Health Sector Course, but can also be taken as a freestanding unit. It is suitable for learners who have no previous experience of the health sector.

The unit introduces learners to the range and diversity of careers in non clinical roles in the health sector. Learners will undertake an investigation into the roles and responsibilities of non clinical roles and the diversity of career opportunities available. Learners 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 learners 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. Learners will develop an awareness of the employment opportunities and career pathways available and develop a broad understanding of job roles.

Learners 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 learner folio and include all performance criteria specified. It is important that learners 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. Learners 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.

National unit support notes (cont)

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Outcome 2

This outcome is intended to provide learners 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 learners on how they conduct themselves and perform in relation to the interaction. Learners should demonstrate a willingness to listen to and respond constructively to feedback. Learners 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 learners are required to use appropriate language and attitudes in relation to equality and diversity.

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 learners 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.

National unit support notes (cont)

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Guidance on approaches to delivery of this unit

Outcome 1

Learners 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 learners to gather information from a variety of sources which could include:

- ◆ visiting speakers
- ◆ Internet
- ◆ library
- ◆ interviews with workers in the health sector
- ◆ workplace visits

It may be beneficial for learners to work in groups and share information although the final investigation must be the learner's own work. Learners 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 learners 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 learners develop an understanding of how to respond to patients in a simulated context. Multimedia footage or feedback from teacher/lecturer or other learners 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 learners 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

National unit support notes (cont)

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Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Outcome 1 should be delivered before Outcome 2, so that learners 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 learners 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 Assessment Support Pack (ASP) provided for this unit illustrates the standard that should be applied. It contains an investigation pro forma, learner 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 support notes (cont)

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Opportunities for 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 social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core Skills

In this unit learners will be involved in an investigation and an interaction. There are opportunities within this unit for learners to work with others, which would enable them to develop effective communication and interpersonal skills. Learners will have opportunities to develop communication skills during the interaction.

If the learner uses a computer while undertaking any part of this unit they will have the opportunity to develop *Information and Communication Technology (ICT)* skills.

General information for learners

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This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This unit introduces you to the range and diversity of careers in non clinical roles in the health sector. You will undertake an investigation into the roles and responsibilities of non clinical roles and the diversity of career opportunities available. You will also participate in an interaction which will enable you 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.

There are opportunities within this unit for you to work with others, which would enable you to develop effective communication and interpersonal skills. You will have opportunities to develop communication skills during the interaction. If you use a computer while undertaking any part of this unit you will have the opportunity to develop *Information and Communication Technology (ICT)* skills.

Administrative information

Published: February 2017 (version 03)

Superclass: PA

History of changes to National unit specification

Version	Description of change	Authorised by	Date
3.0	Units moved into a new template and re-coded to align with corresponding course 2 code. No change to unit content.	QM	February 2017

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Note: readers are advised to check SQA's website: www.sqa.org.uk to ensure they are using the most up-to-date version of the unit specification.

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