

Unit title: Health Sector: Roles and Responsibilities (National 4)

Unit code: F58R 74

Superclass: PA

Publication date: August 2013

Source: Scottish Qualifications Authority

Version: 03 (February 2017)

Unit purpose

This unit has been designed as a mandatory unit of the National 4 Health Sector Course but can also be taken as a free-standing 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 the health sector. The unit will also introduce learners to the nature and importance of working in a multidisciplinary team. Learners 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

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

- 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.

Unit title: Health Sector: Roles and Responsibilities (National 4)

Credit points and level

1 National unit credit at SCQF level 4: (6 SCQF credit points at SCQF level 4)

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

Unit title: Health Sector: Roles and Responsibilities (National 4)

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.

National unit specification: Statement of standards (cont)

Unit title: Health Sector: Roles and Responsibilities (National 4)

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.

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 in the unit. Evidence will be gathered in a learner folio.

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

Learners 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

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

National unit specification: Statement of standards (cont)

Unit title: Health Sector: Roles and Responsibilities (National 4)

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. Learners 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 learner folio. Learners will be given a brief for the investigation.

Learners 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

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

National unit specification: Statement of standards (cont)

Unit title: Health Sector: Roles and Responsibilities (National 4)

The users will be selected from the range below:

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

Learners 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 learners having access to notes.

Learners 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

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
- ◆ 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

National unit specification: Statement of standards (cont)

Unit title: Health Sector: Roles and Responsibilities (National 4)

Throughout the interaction learners must use appropriate language in relation to equality and diversity. This includes body language and non-verbal communication. Learners 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 Assessment Support Pack (ASP) 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: Statement of standards (cont)

Unit title: Health Sector: Roles and Responsibilities (National 4)

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

- 3.2 Emotional wellbeing

5 Thinking skills

- 5.1 Remembering
- 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 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

Unit title: Health Sector: Roles and Responsibilities (National 4)

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 40 hours.

Guidance on the content and context for this unit

This unit has been designed as a mandatory unit of the National 4 Health Sector Course but can also be taken as a free-standing 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 the health sector. The unit will also introduce learners to the nature and importance of working in a multidisciplinary team. Learners 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 learner 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 learners with a broad overview of the range and diversity of careers and career pathways in the health sector. Learners will 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 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 National 4 Health Sector Course, learners will further develop their knowledge and understanding of the health sector gained in Outcome 1 of the unit *Health Sector: An Introduction (National 4)*. Learners will have gained knowledge of the different types of provision and the services provided in that unit.

The investigation will be recorded in a learner folio and include all performance criteria specified. If doing this unit as part of the National 4 Health Sector Course learners 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 (National 4)*.

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. Learners should be encouraged to identify ways in which their folio or presentation of information reflects and promotes equality and diversity.

National unit support notes (cont)

Unit title: Health Sector: Roles and Responsibilities (National 4)

This could include the use of signs, symbols, pictures, etc. Where information is presented orally, learners 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. Learners 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 learners 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 learners identify who makes up the multidisciplinary team.

The investigation will be recorded in a learner 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.

National unit support notes (cont)

Unit title: Health Sector: Roles and Responsibilities (National 4)

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. Learners 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.

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

Outcome 4

This outcome is intended to provide learners with opportunities to demonstrate specified employability skills and identified care values within a practical activity. Throughout the activity learners 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 learners 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

National unit support notes (cont)

Unit title: Health Sector: Roles and Responsibilities (National 4)

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
- ◆ 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

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

Guidance on approaches to delivery of this unit

Outcome 1

Learners 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 learners 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

National unit support notes (cont)

Unit title: Health Sector: Roles and Responsibilities (National 4)

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 verbal and non-verbal communication, planning and respect and consideration for others. The format and presentation of the information may allow learners to develop an awareness of issues relating to equality and diversity.

Outcome 2

Learners must identify the members of a specific multidisciplinary team and explain the purpose of that multidisciplinary team. Learners 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

Learners 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.

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. Learners 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.

National unit support notes (cont)

Unit title: Health Sector: Roles and Responsibilities (National 4)

Learners 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 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 learner's responses and decide on the appropriateness of their actions. The use of role play will also help learners 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.

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

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.

National unit support notes (cont)

Unit title: Health Sector: Roles and Responsibilities (National 4)

Outcome 3 should be delivered before Outcome 4, so that learners 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. Learners 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

Outcome 3

The evidence will be produced in supervised open-book conditions. The evidence will be produced by learners on their own at an appropriate point in the unit with learners 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 learners 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 Assessment Support Pack (ASP) 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 support notes (cont)

Unit title: Health Sector: Roles and Responsibilities (National 4)

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 Oral 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

Unit title: Health Sector: Roles and Responsibilities (National 4)

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.

In this unit you will investigate the range and diversity of careers in the health sector. You will also investigate the nature and importance of working in a multidisciplinary team. You will learn about the importance of care values within the health sector and will participate in an interaction which will enable you 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.

You will have opportunities within this unit to work with others, which will enable you to develop effective communication and interpersonal skills. You will have opportunities to develop oral 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
03	Units moved into a new template and re-coded to align with corresponding course 2 code. No change to unit content.	QM	February 2017

This specification may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of this unit can be downloaded from SQA's website at www.sqa.org.uk.

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.

© Scottish Qualifications Authority 2013, 2017