

**Unit title:** Health Sector: Working in the Health Sector —  
Scotland (National 5)

**Unit code:** H6N4 75

**Superclass:** PA

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## Unit purpose

This unit is an alternative mandatory unit of the National 5 Health Sector Course and is also an optional unit in the Scottish Studies Award at National 5. It 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 of provision and the services provided by the health sector in their local area within Scotland. Learners will participate in an interview for a specific job role which will help to develop knowledge and understanding of the world of work.

The unit also focuses on the employability skills and attitudes identified as being those most valued by employers in the health sector. Learners will be given the opportunity to reflect on and evaluate their own employability skills and record their progress throughout the unit.

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.

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## **Outcomes**

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

- 1 Investigate a range of local provision and services within the health sector.
- 2 Prepare for and participate in an interview for a specific job role in the health sector.
- 3 Review and evaluate own employability skills in specified practical activities.

## **Credit points and level**

1 National unit credit at SCQF level 5: (6 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](http://www.sqa.org.uk/assessmentarrangements).

# National unit specification: Statement of standards

**Unit title:** Health Sector: Working in the Health Sector — Scotland (National 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 a range of local provision and services within the health sector.

### Performance Criteria

- (a) Identify and describe a range of local provision within the health sector.
- (b) Identify and describe a range of services offered by each identified provision.
- (c) Identify and describe the job roles of staff working in each identified provision.
- (d) Identify the skills and attitudes relevant to one of these job roles.
- (e) Organise and present findings in an appropriate format.

## Outcome 2

Prepare for and participate in an interview for a specific job role in the health sector.

### Performance Criteria

- (a) Identify the skills and attitudes required for a specific job role in the health sector.
- (b) List relevant questions to ask at the interview.
- (c) Arrive on time and appropriately dressed for the interview.
- (d) Answer the questions asked by the interviewer using appropriate communication skills.
- (e) Ask relevant questions during the interview using appropriate communication skills.

## Outcome 3

Review and evaluate own employability skills in specified practical activities.

### Performance Criteria

- (a) Identify own strengths and weaknesses in specified employability skills.
- (b) Seek advice and take account of feedback from others on specified employability skills.
- (c) Identify areas for improvement in specified employability skills and set relevant goals.
- (d) Evaluate progress in achieving these goals over a set period of time.

# National unit specification: Statement of standards (cont)

**Unit title:** Health Sector: Working in the Health Sector — Scotland (National 5)

## 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. Progress will be discussed with the teacher/lecturer at an appropriate point during the investigation to ensure that the folio is the learners own work. A record of the discussion must be retained.

Learners will investigate a range of local provision in Scotland, and services in the health sector. Learners will be given a brief for the investigation.

Learners are required to:

- ◆ identify and describe **three** types of provision available in the local area, within Scotland
- ◆ identify and describe **two** services offered by **each** identified local provision
- ◆ identify and describe **two** job roles from **each** identified local provision
- ◆ identify the skills and attitudes relevant to one of these job roles

Learners must organise and present the 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

## 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 job roles will be selected from the range below:

- ◆ medical and dental
- ◆ pharmacists
- ◆ nursing and midwifery
- ◆ allied health professions
- ◆ ancillary, support and estates staff
- ◆ facilities, management, administrative and clerical
- ◆ scientific and technical
- ◆ community and voluntary

### Outcome 2 — Written and/or oral evidence and performance evidence

Learners will produce written/or oral evidence for an interview and are required to:

- ◆ identify the skills and attitudes required for **one** job role in the health sector
- ◆ list **two** relevant questions to ask at the interview

The learner will be interviewed by **one** other person who may be the assessor or a representative from the health sector. The interview may be simulated/role play.

Assessor observation checklists must be used to support the performance evidence. The observation checklist must show that the learner:

- ◆ arrived on time and dressed appropriately
- ◆ answered questions using appropriate communication skills
- ◆ asked relevant questions using appropriate communication skills

The assessor observation checklist must be retained to provide evidence of performance in **one** interview.

# National unit specification: Statement of standards (cont)

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## Outcome 3 — Learner reviews

Evidence requirements for Outcome 3 must take the form of **three** completed learner review records which will give the learner the opportunity to record their progress in developing employability skills. Learners will be provided with a review template. Each review will include the following:

1 A record of the learner's analysis of own strengths and weaknesses in relation to 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
- ◆ Contribute to team work
- ◆ Understanding of the importance of maintaining confidentiality
- ◆ Reflecting on own abilities
- ◆ Understanding of health and safety
- ◆ Understand and seek clarification of instructions
- ◆ Implementation of infection control procedures
- ◆ Demonstrate an awareness of organisational standards for appearance and behaviour
- ◆ Understanding of organisational principles and values in the health sector

2 A record of feedback gathered from others in relation to employability skills.

Learners must seek advice and take account of feedback from the teacher/lecturer on **two** occasions and another person on **one** occasion. The other person could be, for example, other learners, a health worker or placement supervisor who has observed the learner.

3 A record of the learner's identified areas for improvement and goals set in relation to employability skills.

4 An evaluation of the learner's progress towards achievement of these goals over a set period of time.

## National unit specification: Statement of standards (cont)

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The first review should take place at an early stage of the unit, the second should be completed at an appropriate point during delivery of the unit and the third should be carried out towards the end of the unit. Learners must take responsibility for completing each review based on their experiences and learning to date.

The Assessment Support Pack (ASP) provided for this unit illustrates the standard that should be applied. It contains an investigation pro forma, learner brief, learner review 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
- 3.4 Planning for, and making, choices and changes
- 3.5 Relationships

### **4 Employability, enterprise and citizenship**

- 4.1 Employability
- 4.3 Working with others

### **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

**Unit title:** Health Sector: Working in the Health Sector — Scotland (National 5)

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 an alternative mandatory unit of the National 5 Health Sector Course and is an optional unit in the Scottish Studies Award at National 5. It 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 of provision and the services provided by the health sector in their local area in Scotland. Learners will participate in an interview for a specific job role which will help to develop knowledge and understanding of the world of work.

The unit also focuses on the employability skills and attitudes identified as being those most valued by employers in the health sector. Learners will be given the opportunity to reflect on and evaluate their own employability skills and record their progress throughout the unit.

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 Voluntary Sector.

### Outcome 1

This outcome is intended to introduce learners to the range of types of provision and services available in their local area.

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 skills 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. The types of provision, range of services and job roles is provided within the evidence requirements.

## National unit support notes (cont)

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### Outcome 2

This outcome is intended to provide learners with opportunities to prepare for an interview for a specific job role in the health sector. Learners could visit health sector settings or visiting speakers could come from the health sector. This will provide learners with opportunities to ask questions of people who are involved in interviewing prospective employees and will also provide information that will help to prepare for the interview.

Learners should identify and research one job role in order to find out the skills and attitudes that would be expected for that job role. Learners should be encouraged to research job roles from career and employer recruitment websites. When preparing for their interview learners should look at current job and person specifications.

Learners should be made aware of the requirements of attending an interview including the importance of arriving on time and being appropriately dressed. Each learner should prepare questions that they could ask of the interviewer. The importance of verbal and non-verbal communication should be explained. Once the learner has completed their preparations, the simulated role play should be undertaken. Each learner should be interviewed individually.

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 interview. Learners should demonstrate a willingness to listen to and respond constructively to the feedback given.

Learners should develop an awareness of appropriate language and attitudes in relation to equality and diversity. This includes body language and non-verbal communication.

### Outcome 3

This outcome is intended to give learners the opportunity to review and evaluate their performance in specified employability skills. They will be expected to take responsibility for improving their performance by identifying areas for improvement through self-evaluation and taking feedback from others. This should include setting goals and evaluation of achieving these goals over a set period of time. These skills and attitudes will help to improve learner's employability as they are transferable to other vocational areas. When delivering this unit as part of the National 5 Health Sector Course opportunities will occur throughout the course to identify, develop and practise the relevant skills which are the basis of the reviews.

## National unit support notes (cont)

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### Employability Skills

Learners will be required to review and evaluate 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
- ◆ Contribute to team work
- ◆ Understanding of the importance of maintaining confidentiality
- ◆ Reflecting on own abilities
- ◆ Understanding of health and safety
- ◆ Understand and seek clarification of instructions
- ◆ Implementation of infection control procedures
- ◆ Demonstrate an awareness of organisational standards for appearance and behaviour
- ◆ Understanding of organisational principles and values in the health sector

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

Learners must be given opportunities to exhibit the employability skills in practical contexts.

When this unit is being taken as part of the National 5 Health Sector Course, opportunities will arise to practise, review and evaluate employability skills in the following units: *Health Sector: Improving Health and Well-being (National 5)*, *Health Sector: Physiology of the Cardiovascular System (National 5)*, *Health Sector: Working in Non Clinical Roles (National 5)* and *Health Sector: Life Sciences Industry and the Health Sector (National 5)*.

## National unit support notes (cont)

**Unit title:** Health Sector: Working in the Health Sector — Scotland (National 5)

### Guidance on approaches to delivery of this unit

#### Outcome 1

Learners must identify a range of provision and services available in their local area. 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 research
- ◆ Library
- ◆ Health boards
- ◆ GP surgery
- ◆ Local clinics
- ◆ 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 verbal and non-verbal communication, planning and respect and consideration for others. The language and materials used throughout should promote equality and diversity and avoid cultural stereotypes.

#### Outcome 2

This outcome provides the opportunity for learners to prepare for an interview for a specific job role in the health sector. This could be a current job as advertised in newspapers or recruitment websites. Learners should research the questions that would be appropriate to ask the interviewer(s). Teachers/lecturers could help learners to develop their communication skills for the interview through demonstration and selecting appropriate activities to give learners as much practise as possible before their assessment takes place.

It would also be good practice to enlist the help of representatives from the health sector who have experience of conducting interviews for new recruits. The interview should be as realistic as possible, giving the learner relevant information such as time and place of interview. The interview should last approximately 5 to 10 minutes.

It should be conducted as if there was a position in the health sector as this would allow feedback to be of more relevance to the learner. There are opportunities for integration of assessment in Outcome 1 and 2.

## National unit support notes (cont)

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### Outcome 3

Learners should be encouraged to use the SMART model when setting personal goals — Specific, Measurable, Attainable, Realistic, Time bounded. Opportunities to practise employability skills should occur naturally throughout the course.

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
- ◆ Reflection

### 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.

When this unit is being delivered as part of the National 5 Health Sector Course, it would be appropriate for Outcome 2 performance criterion (d) to be integrated with Outcome 1. Outcome 3 can be assessed throughout the course so that learners have the opportunity to practise and develop the relevant employability skills. The learner reviews should be carried out at appropriate points during the course so that learners can practise the relevant skills and set personal goals.

### Outcome 1

The folio should be discussed by the learner and the teacher/lecturer at an appropriate point to authenticate that it is the learner's own work. A record of this discussion must be retained.

## National unit support notes (cont)

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### Outcome 2

Written and/or oral evidence will be produced for Performance Criteria (a) and (b).

Performance evidence for Performance Criteria (c), (d) and (e) will be based on an interview, which must be recorded using an assessor observation checklist.

Learners should be given the opportunity to practise the interview before being assessed.

### Outcome 3

Feedback from others will be from the teacher/lecturer on **two** occasions and another person on **one** occasion. The other person could be a learner, health worker or placement supervisor, who has observed the learner.

The Assessment Support Pack (ASP) provided for this unit illustrates the standard that should be applied. It contains an investigation pro forma, learner brief, learner review 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 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](http://www.sqa.org.uk/e-assessment).

## Opportunities for developing Core Skills

In this unit, learners will be involved in an investigation and self evaluation and review of employability skills. There may be opportunities in the role play of an interview for a job role to develop effective communication and interpersonal skills. Learners will have opportunities to develop communication skills in seeking and responding to feedback from others in the review and evaluation of their employability skills.

Learners have to take responsibility for their own performance in the investigation and in the review and evaluation of their employability skills. This may allow them to develop the three components activities of *Problem Solving* — Critical Thinking, Planning and Organising and Reviewing and Evaluating.

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: Working in the Health Sector —  
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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.

In this unit you will investigate the range of provision and the services provided by the health sector in your local area. You will participate in an interview for a specific job role which will help to develop knowledge and understanding of the world of work.

The unit also focuses on the employability skills and attitudes identified as being those most valued by employers in the health sector. You will be given the opportunity to reflect on and evaluate your own employability skills and record your progress throughout the unit.

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 may be opportunities in the role play of an interview for a job to develop effective communication and interpersonal skills. You will have opportunities to develop communication skills in seeking and responding to feedback from others in the review and evaluation of your employability skills.

You will have to take responsibility for your own performance in the investigation and in the review and evaluation of your employability skills. This may allow you to develop the three components of *Problem Solving* — Critical Thinking, Planning and Organising and Reviewing and Evaluating.

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

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**Published:** March 2017 (version 03)

**Superclass:** PA

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### History of changes to National unit specification

Version	Description of change	Authorised by	Date
03	Units moved into a new template. No change to unit content.	QM	March 2017

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