

# Unit 18: Working in the Health Sector

<b>Unit code:</b>	<b>R/600/8973</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

This unit aims to enable learners to gain knowledge of the current organisation and administration of health services. They will also be able to gain an understanding of the roles and responsibilities in the health sector and of the nature of multi-disciplinary working, whilst exploring possible future career opportunities in the sector.

## ● Unit introduction

Initially, learners will explore careers in the health sector, and the associated requirements in terms of training/ qualifications, and also personal attributes.

Learners will explore the structure of health service provision, and then consider roles and responsibilities within the sector, including leadership and management. They will gain an understanding of measures introduced to encourage holistic approaches to provision that integrate service delivery, and explore examples of multi-disciplinary working. Policy and legislation relating to this will be examined, as will the increasing requirement for, and the role of, regulation in the sector. It would be useful for learners undertaking this unit to have access to work experience placements in the sector.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Understand potential careers in the health sector
- 2 Know how organisations are structured in the health sector
- 3 Understand roles and responsibilities in the health sector
- 4 Understand the concept of multi-disciplinary working in the health sector.

# Unit content

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## 1 Understand potential careers in the health sector

*Potential careers:* roles, eg service manager, support worker, dentistry, dietetics, domestic staff, hospital play worker, medical laboratory technician, medical receptionist, medicine, mental health workers, midwifery, nursing, occupational therapy, paramedics, pharmacy, physiotherapy, speech therapy

*Requirements:* education and training, competence, knowledge and skills; apprenticeship framework, qualifications, eg NVQ, BTEC, GCSE/GCE, 14-19 Diploma, degree, registration, knowledge sets; practical skills, knowledge and understanding, eg communication, person-centred approaches to health care, anatomy/physiology, dietary understanding, safe food preparation, health and safety, first aid, moving and handling, recording and reporting procedures, procedures for sharing information; personal attributes, eg ability to gain knowledge/skills, interpersonal skills, initiative, confidence, empathy, anti-discriminatory practice, ability to work with others; reliability, ability to take responsibility for self and others

## 2 Know how organisations are structured in the health sector

*Key elements of healthcare provision:* statutory, voluntary, private and informal provision; social services; NHS; strategic health authorities; Primary Care Trusts; primary healthcare; NHS trusts; secondary healthcare; integrated care; mental health trusts; children's trusts

*Healthcare:* settings and services, eg hospital wards, day care units; how different settings provide for different needs

*Access to health services:* referral, assessment; barriers to access, eg specific needs, individual preferences, financial, geographical, social, cultural

*National Service Frameworks:* services covered, eg coronary heart disease, diabetes, cancer, mental health, children, older people; patient-centred practice

*Countries:* England, Wales, Northern Ireland

### 3 Understand roles and responsibilities in the health sector

*Overarching organisations:* roles and responsibilities, eg professional bodies, Department of Health, Regulatory Bodies, Skills for Health, National Institute for Health and Clinical Excellence; Health Protection Agency; public health bodies

*Roles and responsibilities:* for workforce development, eg raising standards, improving experiences of service users, ensuring adequately trained, qualified and competent workforce, registration, inspection, reporting, developing and promoting good practice; codes of practice; to encourage approaches that help people to achieve their full potential; to optimise individual and team contributions to individually focused care; to facilitate flexibility in workforce planning; to support service redesign, the extension of existing roles and the development of new roles; to establish frameworks that increase transferability of competence and qualifications; Continuing Professional Development; continuing professional competence; transition; succession planning; National Occupational Standards; ways of monitoring performance; NHS Knowledge and Skills Framework

*Legislation/guidance:* care value base; legislation/regulations; national minimum standards; organisational policies and procedures; charters; codes of practice; terms and conditions

*Accountabilities:* to, eg professional body, line manager

*Redress:* procedures for complaints (internal, external); hearings/tribunals; trade unions/professional associations; regulatory bodies; whistle blowing

### 4 Understand the concept of multi-disciplinary working in the health sector

*Working in partnership:* concepts, eg multi-agency working, users of services/carers involved in planning/decision making, Primary Care Trusts liaising with NHS trusts/social services/charitable organisations; purpose, eg holistic approach, identify common aims and objectives, promote integration, reduce duplication, skill mixes, pool resources, maximise expertise, ensure a consistent approach

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> explain the requirements for two different careers in the health sector [IE2]	<b>M1</b> assess how a health worker can contribute to providing a positive experience for users of health services	<b>D1</b> evaluate the requirements of healthcare workers in relation to the provision of a competent workforce for the health sector
<b>P2</b> outline the overall structure of health service provision in home county [IE1]		
<b>P3</b> explain the roles and responsibilities of two overarching health organisations [CT2]	<b>M2</b> discuss the roles of two healthcare organisations in relation to health service provision	
<b>P4</b> explain how two examples of legislation, policies or codes of practice have influenced health provision [CT2]		
<b>P5</b> explain the role of workforce development in the health sector [IE5]		
<b>P6</b> explain two examples of multi-disciplinary working in health service provision.	<b>M3</b> assess how multi-disciplinary working can improve the provision of health services.	<b>D2</b> evaluate the effectiveness of two examples of multi-disciplinary working in health service provision.

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators

# Essential guidance for tutors

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## Delivery

This unit should be delivered by an appropriately qualified tutor, with guest speakers, visits and work-experience placements being used to enhance delivery. It should ideally be delivered in a practical and learner-centred way.

Learning outcome 1 requires that learners consider potential career pathways. Delivery should therefore enhance and develop learning that has already taken place (for example in *Unit 6: Personal and Professional Development in Health and Social Care*), allowing opportunities for further exploration of potential careers and their requirements. Learners could, for example, talk to healthcare workers at their work experience placements and then share their findings in class, or guest speakers could be invited to talk to the class.

Learning outcome 2 looks at the provision of services. Again, delivery should significantly extend previous learning. Learners need to gain a more in-depth understanding of the overall health service provision for children, young people, adults and older people. This should also include provision for individuals with additional needs. This could be achieved by small-group research into different aspects of provision, followed by presentations or a class display.

The organisation of service provision needs to be considered from a national, regional and local perspective. National Service Frameworks need to be researched and learners could carry out a survey into services available locally, again dividing into groups to research different aspects.

Learners then need to consider roles and responsibilities in the health sector. Internet research could be used to gain information on the overarching organisations, as well as on legislation, standards and codes of practice, although some of the latter could be explored through work experience placements.

If possible, learners should be encouraged to use their work experience to investigate workforce development and the role of multi-disciplinary working in the healthcare sector. Subsequent sharing of information within the class will broaden learners' experiences and understanding. Case studies could also be useful here to reinforce learning.

Tutors should note that this unit links with *Unit 6: Personal and Professional Development in Health and Social Care*, *Unit 44: Vocational Experience for Health and Social Care*, or *Unit 45: Independent Learning in Health and Social Care*.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Unit introduction.
<b>Learning outcome 1</b> Tutor-led class discussions: careers in the health sector. Learner research/presentations: different roles, academic requirements, training programmes. Tutor input/workshops: skills required to work in healthcare; practical training; knowledge of dietary needs; hygiene techniques; reporting procedures; information sharing; personal attributes. <b>Assignment 1: Investigate potential careers in healthcare (P1, M1, D1)</b>
<b>Learning outcome 2</b> Tutor-led lecture and class discussions: structure of healthcare organisations. Learner research/presentations: elements of provision and relevant legislation. Tutor input: access to services. Individual research task. <b>Assignment 2: Structure of different organisations within healthcare (P2)</b>
<b>Learning outcome 3</b> Tutor input/discussion: overarching roles and responsibilities in the healthcare sector. Learner research: different aspects of responsibilities identified within the tutor input. Feedback from individuals/small groups to class. Tutor input: organisational behaviour. Group/class work: recruitment. Class devised job specs, role-play interviews. Tutor input: issues in relation to different roles. <b>Assignment 3: Healthcare provision (P3, P4, M2)</b>
<b>Learning outcome 4</b> Tutor input: recap different services within the sector; multi-disciplinary working and workforce development. Case studies: small discussion groups on services required and how to access these. Role play: in groups using different scenarios. <b>Assignment 4: Multi-disciplinary working (P5,P6, M3, D2)</b>
Unit review and assessment.

## Assessment

For assessment of this unit learners need to draw on work experience as far as possible. Evidence for this unit should extend and complement that submitted for *Unit 6: Personal and Professional Development in Health and Social Care*. It could, however, be submitted as part of the overall portfolio for Unit 6, supporting the requirement to demonstrate links between different units on the programme.

Evidence should largely be in the form of written assignments with diagrammatical representation being used where appropriate, such as for the overall provision of services.

The unit could be assessed through two assignments, a short, initial assignment covering P1, M1 and D1, and a longer, final assignment to cover P2, P3, P4, P5, M2, M3, and D2.

For the first assignment learners need to research careers in the healthcare sector through a variety of means, including discussions at work experience placements, discussions with careers advisers and the use of Connexions. A straightforward explanation, including all the main points relating to two careers in the healthcare sector, will suffice for P1. An assessment of how particular skills contribute to providing a positive experience for users of care services is necessary for M1. An evaluation of the underlying rationale for providing a competent workforce needs to be included to address D1 successfully. Initially, for P2, learners need to provide evidence of their research into, and knowledge of, the overall structure of healthcare provision. This should be based on learners' home countries. Some detail of national provision is required, with the focus being on the overall provision as opposed to individual service providers.

Evidence for P3 and M2 could be gained through the use of guest speakers, internet research, or the use of relevant leaflets obtained from organisations. Centres should ensure that all evidence presented is the learner's own work, especially if they have used the internet for research.

For P4, in terms of the legislation, policies, standards or codes of practice that influence healthcare provision, internet research could be a useful source of evidence, but learners should be encouraged to use their work-experience placement as a resource. Learners may need guidance to ensure that they only explain aspects of legislation relevant to the assessment criteria.

P5 requires learners to carry out individual research into workforce development at their work experience placements, though sharing information in small groups or whole class sessions could broaden learners' experiences in order to produce evidence for this criterion.

For P6, M3 and D2, learners need to provide evidence of multi-disciplinary working in health care from their work experience placements, guest speakers and visits. This is an important area of consideration for health care workers and will be best researched using existing case studies in order to fully understand how it works in practice.

## Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Investigate potential careers in healthcare	As part of your professional development you are investigating different healthcare roles and their entry and training requirements.	Essay or report.
P2	Structure of different organisations within healthcare	You are currently looking for work and are researching two different healthcare organisations.	In-depth report into two organisations (may be based around work-placement experiences).
P3, P4, M2	Healthcare provision	You have been asked to make a presentation to new recruits on the overarching structures of healthcare provision in your home county.	Diagrammatic presentation, with commentary.
P5, P6, M3, D2	Multi-disciplinary working	As part of your investigations you wish to research how multi-disciplinary working takes place in these two organisations.	Report on case study process, individuals involved, roles and responsibilities.

## Links to National Occupational Standards (NOS), other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Health and Social Care sector suite (see *Appendix A*) and has links with units from other qualifications in that suite. See *Appendix E* for NOS links and *Appendix G* for a mapping of the NHS Knowledge and Skills Framework against particular units in this qualification.

## Essential resources

The following are essential for delivery of this unit:

- an appropriately qualified tutor
- work experience placements
- library resources with key texts and other reference materials.
- In addition, case study materials are considered to be highly valuable.

## Employer engagement and vocational contexts

Work-placement contacts, guest speakers and Connexions advisers can all enhance delivery of this unit.



## Indicative reading for learners

### Textbooks

Jasper M – *Beginning Reflective Practice* (Nelson Thornes, 2003) ISBN 9780748771172

McGee P – *Principles of Caring* (Nelson Thornes, 2005) ISBN 9780748794096

Miller J – *Care Practice for S/NVQ 3* (Hodder Arnold, 2005) ISBN 9780340889336

Nolan Y – *S/NVQ in Health and Social Care: Candidate Handbook* (Heinemann, 2005) ISBN 9780435453732

O'Hagan K – *Cultural Competence in the Caring Profession* (Jessica Kingsley, 2001) ISBN 9781853027598

Spector A – *Making a Difference* (Hawker, 2006) ISBN 9781874790785

Stretch B and Whitehouse M – *BTEC Level 3 Nationals in Health and Social Care Student Book 1* (Pearson, 2010) ISBN 9781846907663

Stretch B and Whitehouse M – *BTEC Level 3 Nationals in Health and Social Care Student Book 2* (Pearson, 2010) ISBN 9781846907470

### Journals and magazines

*Care and Health*

*Community Care*

*Nursing Times*

### Websites

[www.bcodp.org.uk](http://www.bcodp.org.uk)

British Council of Disabled People

[www.community-care.co.uk](http://www.community-care.co.uk)

Community Care

[www.dh.gov.uk](http://www.dh.gov.uk)

Department of Health

[www.eoc.org.uk](http://www.eoc.org.uk)

Equal Opportunities Commission

[www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)

Every Child Matters

[www.rnib.org.uk](http://www.rnib.org.uk)

Royal National Institute of Blind People

[www.rnid.org.uk](http://www.rnid.org.uk)

Royal National Institute for Deaf People

[www.skillsforcareanddevelopment.org.uk](http://www.skillsforcareanddevelopment.org.uk)

Sector Skills Council for Care and Development

[www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)

Sector Skills Council for the UK Health Sector

[www.society.guardian.co.uk](http://www.society.guardian.co.uk)

The Guardian

## Delivery of personal, learning and thinking skills

The following table identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	[IE1] identifying questions in relation to the structure of healthcare provision [IE2] planning and carrying out research into different healthcare job roles [IE5] exploring the issues relating to workforce development in the healthcare sector
<b>Creative thinkers</b>	[CT2] asking questions to extend their thinking in relation to overarching organisations [CT2] asking questions to extend their thinking and understanding in relation to codes of practice.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	using ICT research tools to find out about different career pathways and different job roles
Manage information storage to enable efficient retrieval	storing and collating assignment materials
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	using research tools (internet search engines) to facilitate research activity
<b>ICT – Develop, present and communicate information</b>	
Present information in ways that are fit for purpose and audience	presenting information to the class as required by the assignment
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	contributing to class discussions and presenting materials to the class as required by the assignment
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing written assignment work for assessment.