



Accredited

**OCR LEVEL 3
CAMBRIDGE TECHNICAL
CERTIFICATE/DIPLOMA IN
HEALTH AND
SOCIAL CARE**

**WORKING IN THE
HEALTH SECTOR**

R/600/8973

LEVEL 3 UNIT 14

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

WORKING IN THE HEALTH SECTOR

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LEVEL 3 UNIT 14

AIM OF THE UNIT

Having an understanding of the organisation and administration of health services, will enable learners who are wishing to pursue a career in the health sector to make informed choices about their future career path. Within this unit learners will explore the current roles and responsibilities within the health care sector and gain an understanding of some of the legislation that has influenced health provision.

Multi-disciplinary working is endorsed within the health sector as an approach that supports an integrated, consistent approach to service delivery. Within this unit learners will explore the concept of 'partnership working' within health services.

PURPOSE OF THE UNIT

Learners will explore the structure of health service provision, both organisational and administrative. Exploration of roles and responsibilities within the sector, including leadership and management will broaden learners' understanding and may inform their future career choices. Learners will gain an understanding of services available within the sector along with multi-disciplinary working, which supports a holistic approach to service provision and delivery. Policy and legislation relating to the health sector will be examined, as will an examination of regulation within the sector. Learners will gain an understanding of a wide range of careers in the health sector, and the training/qualifications required to undertake these roles. Learners will also explore the personal attributes required to work effectively when undertaking a range of roles within health services.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)		Pass	Merit	Distinction
The learner will:		The assessment criteria are the pass requirements for this unit.	To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
The learner can:				
1	Understand potential careers in the health sector	P1 explain the requirements for two different careers in the health sector	M1 analyse the importance of personal attributes for potential careers in the health sector	
2	Know how organisations are structured in the health sector	P2 outline the overall structure of health service provision in home county		
3	Understand roles and responsibilities in the health sector	P3 explain the roles and responsibilities of two overarching health organisations	M2 explain the importance of leadership and management skills in the health sector	D1 analyse the effectiveness of redress procedures in the health sector
		P4 explain how two examples of legislation, policies or codes of practice have influenced health provision		D2 evaluate the need for ongoing workforce development in the health sector
4	Understand the concept of multi-disciplinary working in the health sector	P5 explain two examples of multi-disciplinary working in the health sector	M3 assess the effectiveness of multi-disciplinary working in the health sector	

TEACHING CONTENT

1 Understand potential careers in the health sector

- *Potential careers:* roles, (e.g. 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, for example, anatomy/physiology, dietary understanding, safe food preparation, health and safety, first aid, moving and handling, anti-discriminatory practice, behaviour management; qualifications, e.g. NVQ, BTEC, GCSE/GCE, 14-19 Diploma, degree, professional registration
- Personal attributes, (e.g. ability to gain knowledge, initiative, confidence, empathy, ability to work with others; reliability, ability to take responsibility for self and others)
- Personal skills, (e.g. practical skills, interpersonal skills, communication, numeracy, literacy, organisational, IT).

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, (e.g. hospital wards, day care units) .

3 Understand roles and responsibilities in the health sector

- *Overarching organisations:* roles and responsibilities, (e.g. 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, (e.g. 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; Continuing Professional Development; continuing professional competence; transition; National Occupational Standards; ways of monitoring performance; NHS Knowledge and Skills Framework, meeting the requirements of National Service Frameworks: e.g. coronary heart disease, diabetes, cancer, mental health, children, older people)

- *Legislation/guidance:* care value base; legislation/regulations; national minimum standards; organisational policies and procedures; charters; codes of practice; terms and conditions
- *Accountabilities:* to, (e.g. professional body, line manager)
- *Redress:* procedures for complaints (internal, external); hearings/tribunals; trade unions/professional associations; regulatory bodies; whistle blowing
- *Leadership and management:* (e.g. recruitment, selection and retention; induction, team building, allocating tasks; empowerment; monitoring performance, appraisal, monitoring training needs, promoting continuous professional development, role model).

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

- *Multi-disciplinary working:* (e.g. multi-agency/partnership working, users of services/carers involved in planning/decision making, Primary Care Trusts liaising with NHS trusts/social services/charitable organisations; purpose, e.g. holistic approach, identify common aims and objectives, promote integration, reduce duplication, skill mixes, pool resources, maximise expertise, ensure a consistent approach)
- *Workforce development:* training needs, meetings, resources, Continuing Professional Development, reflective practice
- *Working in teams:* methods of working, needs of individuals, roles of team members, sharing good practice, mentoring and supervision, holistic approach, multi-disciplinary teams.

DELIVERY GUIDANCE

It may be beneficial for learners undertaking this unit to have access to work experience placements within the sector, to allow them to have some relevant firsthand experience. Care workers and professionals, particularly those working within the multi-disciplinary work force could offer valuable input as guest speakers.

LO1 Understand potential careers in the health sector

Learners could begin by researching potential job roles within the sector and investigating the relevant qualifications, courses and training required to undertake these roles.

Learners should have access to a range of job descriptions related to particular posts within the health sector. Guest speakers who currently work within the health sector could offer valuable insight into their roles and responsibilities within the sector. The contribution from guest speakers related to relevant training, skills and personal attributes required to carry out their particular roles, would enable learners to gain an understanding of the importance of all these requirements to perform a job role effectively. This input could support learners to complete M1 and as the importance of specific personal attributes, essential to some roles and responsibilities should be recognised by learners. A task which encourages learners to consider their own attributes in relation to particular job specifications might be a starting point for learners. It might support learners' personal development at this stage by setting a reflective task where learners consider some of their personal attributes that they need to improve/develop. There may be threads of similarity in learners' reflections therefore a whole group discussion on ways to improve/develop particular areas could be beneficial.

Detailed Job descriptions which identify particular qualifications, training, skills and personal attributes required to undertake specific roles could be used to inform learners to gain this information if guest speakers are not available.

LO2 Know how organisations are structured in the health sector

It is important that learners know about the organisational structure of the health sector. Learners would benefit from guest speakers who work in the health sector talking about their area of provision and describing how it fits into the whole organisational structure. Learners could be encouraged to research a given aspect of provision and present back to the whole group as to how it fits into the national structure. The focus for learners is the local and national organisational structure of the health sector

within their home country, rather than detailed specifics on individual providers.

To gain the understanding required for M2 learners could share their personal experiences of accessing health services, if relevant and the learners feel comfortable doing so, (the need for confidentiality should be discussed with learners prior to this task.)

Case studies/scenarios could be given to learners identifying specific health needs of individuals, learners then using his information to consider what services the individual might require and how their individual preferences might be taken into account. E.g. an adult is informed by their doctor that further investigation of a lump is required, investigate what services might be required and what choices this individual might be able to make. Similarly a scenario could be related to a child with diabetes, with learners looking at the information, services and support available locally and nationally and the barriers to accessing services, such as closure of local provision.

Television series following the lives of sick babies/children/adolescents could be a good starting point when investigating services and some barriers to accessing them. Case studies often show a range of health services the individuals and family access. Interviews with the family often highlight tensions between the meeting both the needs of other family members and the sick child, and the often long distances families have to travel for appointments etc.

LO3 Understand roles and responsibilities in the health sector

The roles and responsibilities of overarching organisations such as Department of Health, Skills for Health etc could be given to groups of learners to research and feed back to the whole group. The gaining of knowledge of the roles and responsibilities could be undertaken by learners by means of supported research on the internet, where there is a vast source of up-to-date information available including organisational roles and responsibilities. Advising learners to use government and professional body websites would be preferable. Learners could prepare presentations or fact sheets with information on a particular organisation, to include roles and responsibilities, and present their researched information back to the whole group. Learners need to gain an understanding of a full range of roles and responsibilities which support improving experiences of service users. Tutors need to ensure learners

have an understanding of the importance of staff within the sector being adequately trained and qualified. Learners need to have an understanding of the necessity for a competent workforce who is appropriately lead and managed. The registration, inspection, and reporting process needs to be understood by learners and professionals working within the sector with some supervisory or management responsibility might be an excellent source of information. Learners might gain some understanding of the importance of training, team working and the need for a flexible workforce if they have the opportunity to undertake work placements whilst undertaking this unit.

Learners could gain an understanding of leadership and management, including recruitment, selection continuing professional development from guest speakers involved in recruitment within the sector, or by tutors and/or learners gathering information about vacant positions within the sector and considering the differing processes for selection. Managers or individuals with responsibility for recruitment and work force development from settings such as day care centres or residential homes are often a good source of knowledge. Their input as guest speakers might support learners understanding of the importance of having an effective workforce that keeps up to date with changes within the sector and the importance of team working and sharing of good practice etc.

Legislation and guidance is best taught through tutor presentation and links between practice and legislation/ guidance should be made clear to learners. Organisational policies and procedures could be introduced by guest speakers working within organisations, who should emphasise the importance of complying with policies and procedures to ensure care values; national standards etc. are maintained by organisations and practitioners working within the sector. Learners need to understand the need for practitioners within the sector to ensure their continuing professional development (CPD) and continuing professional competence, to keep up to date with changes in legislation and practice. This could be introduced by asking learners to consider all the ways to undertake CPD e.g. training courses internal/external, being a member of a professional body, reading current health related journals.

Accountability and redress (or whistle blowing policies) should also be discussed to enable learners to understand both the importance of maintaining standards and the consequence to organisations of their performance not meeting identified standards. (identified through

inspection or investigation of a complaint made against the organisation) Cases highlighted by the media where care has been perceived to be below the national standard could be used to generate discussion, e.g. older adults not receiving adequate nutrition when hospitalised, or patients being failed by the health care system.

LO4 Understand the concept of multi-disciplinary working in the health sector

Multi-disciplinary working could be covered by guest speakers, when discussing the roles and responsibilities, giving examples of multi-disciplinary practice from their own experience. Case studies used within previous learning outcomes could be used to encourage learners to discuss the appropriate multi-disciplinary teams needed to offer appropriate support to an individual. The benefits for both the health care system and individuals should be considered, for example, sharing of information to avoid the costs of duplication, and various organisations working together to support the needs of an individual through a multi-disciplinary approach to the delivery of care services.

SUGGESTED ASSESSMENT SCENARIOS AND TASK PLUS GUIDANCE ON ASSESSING THE SUGGESTED TASKS

LO1

P1 – Learners could be asked to produce job descriptions for a range of roles within the health sector. Qualifications, training and personal attributes should be explained. Learners could research information from the internet and use notes and information gathered from guest speakers.

M1 – For this criterion learners could use the job descriptions they have compiled as a basis for analysing the importance of the personal attributes they have explained.

P2 – Learners need to map an organisational structure of service within their area, identifying each service, this could be undertaken by pairs of learners within a poster style assignment

LO3

P3 and P4 – Could be combined within a written assignment to allow learners to link the legislation/policies/codes of practice that they have chosen to explain, to the roles and responsibilities of two overarching health organisations. This approach would require learners to demonstrate clear understanding of the impact of the legislation, codes of practice etc on the identified organisations.

M2 and D1 – Could fit well together within an assignment leading on from P3/P4 as both of the criteria link soundly to responsibilities and codes of practice.

LO4

P5 and D2 – Require learners to explain the role of workforce development and give an evaluation of the need for ongoing workforce development within the health care service; this could be best evidenced within a written assignment. Learners could use evidence from job descriptions and information from guest speakers to support their understanding.

P6 and M3 – An explanation of two examples of multi-disciplinary working in health care along with an assessment of the effectiveness of this approach might be covered within a case study style assignment. This would allow learners to discuss how certain needs are effectively met through a multi-disciplinary approach for the benefit of individuals and organisations.

MAPPING WITHIN THE QUALIFICATION TO THE OTHER UNITS

Unit 2: Equality, diversity and rights in health and social care

Unit 8: Personal and professional development in health and social care

Unit 26: Exploring personal and professional development in health and social care

LINKS TO NOS

Partial coverage:

HSC3111 Promote the equality, diversity, rights and responsibilities of individuals

a – Promote the rights and interests of individuals

b – Promote the equal treatment of individuals



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always happy to answer questions and give advice.

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