

UAN:	R/505/1263
Level:	3
Credit value:	8
GLH:	58
Aim:	This unit has been designed to provide the learner with the essential knowledge and skills that would enable them to fulfil the role of medical administrator. It provides the learner with an understanding of administrative procedures and the skills and qualities required to provide effective administrative support in a medical environment. They will learn how to work as part of a medical team and gain an understanding of how to manage their own time and workload and manage information.

Learning outcome
The learner will:
1. understand the role and responsibilities of the medical administrator
Assessment criteria
The learner can:
1.1 explain the skills and qualities required of the medical administrator
1.2 describe the range of duties carried out by the medical administrator
1.3 explain the importance of accountability when handling cash
1.4 describe the process of organising a meeting
1.5 describe the additional responsibilities of the medical administrator in private practice.

Range
Skills
Accurate word processing, medical audio, shorthand skills and a good knowledge of medical terminology, ability to use databases and spreadsheets, good organisational and administrative skills, spoken and written skills
Qualities
Tact, discretion, sensitive sympathetic friendly, team player, caring and friendly, good time keeper, flexible and adaptable appreciation of need for confidentiality, able to work with diversity.

Duties

Dealing with post, answering the telephone, making appointments, typing letters and discharge summaries, dealing with stationery requests, managing the doctor's diary, dealing with test results, organise meetings, take minutes

Cash

Cash received, cash expenditure, petty cash

Process

Agree a meeting date, book meeting room and audio-visual equipment, organise sufficient chairs and refreshments, send out meeting notice and agenda, consider special requirements, for internal and external meetings, liaise with the Chair

Additional responsibilities

Clinical duties, liaising with the NHS, maintaining the waiting room, ensuring that patients are aware of costs, acting as chaperone, managing the practice, sending patients accounts and following up, keeping accounts and payroll supplies.

Learning outcome

The learner will:

2. understand medical administrative procedures

Assessment criteria

The learner can:

- 2.1 explain the different types of **hospital admission**
- 2.2 describe the procedures involved in making new and follow-up appointments
- 2.3 evaluate different types of **appointment systems** in primary care
- 2.4 describe the procedures for registering new and temporary patients in a general practice
- 2.5 explain the **circumstances** under which a patient can be removed from the practice list
- 2.6 describe **patient discharge procedures**
- 2.7 describe the **procedures** that must be followed when a patient dies.

Range**Hospital admission**

Elective admission, emergency admissions, admission arranged by a GP directly with a hospital, compulsory admission, voluntary admission

Appointment systems

Computerised appointments, advanced booking, sequential, block booking and limited block booking.

Circumstances

There has been an irretrievable breakdown in the relationship between the doctor and patient, the patient has moved outside the practice boundary, patient being violent or abusive to staff, patient makes unrealistic demands upon the practice

<p>Patient discharge procedures Carried out by the medical administrator and others (ie what administrative procedures take place when a doctor discharges a patient)</p> <p>Procedures when a patient dies Carried out by the medical secretary and by others (including post mortems and when an inquest is required)</p>

<p>Learning outcome</p> <p>The learner will:</p> <p>3. understand the dynamics of the team</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>3.1 describe different types of teams in a health care setting</p> <p>3.2 explain the characteristics of team members</p> <p>3.3 explain the causes of conflict within a team and how to resolve it.</p>

<p>Range</p> <p>Types of teams The primary health care team, multidisciplinary teams, temporary teams/task forces</p> <p>Team members Plant, resource investigator, co-ordinator, implementer, completer, finisher</p>

<p>Learning outcome</p> <p>The learner will:</p> <p>4. understand how to manage time and workload</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>4.1 describe the purpose of the diary as a management tool</p> <p>4.2 explain how the medical administrator can maintain a manageable workload.</p>

<p>Range</p> <p>Purpose To record daily appointments, record a "to do list" for the day, looking ahead and recording events which occur monthly, coordinating the team diaries</p> <p>Diary Paper or electronic</p> <p>Maintain a manageable workload Effective planning using planning aids, time management, contingency planning,</p>
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delegation

Learning outcome
The learner will: 5. understand how to manage and store information in the medical environment
Assessment criteria
The learner can: 5.1 describe file management systems 5.2 identify the principles of the current Data Protection Act 5.3 describe how the current Data Protection Act principles apply to patient data 5.4 describe different sources of information used by a medical administrator 5.5 describe the use of computerised patient administration systems (PAS).

Range
File management systems <i>Filing classification systems:</i> alphabetical, numerical, chronological, alpha-numerical, geographical, subject and terminal digit <i>Storage methods:</i> lateral filing cabinets, vertical filing cabinets, horizontal filing cabinets and electronic filing
Patient data Manual and computerised
Sources Hospital intranet, internet, staff handbooks, databases, organisational policies, medical dictionary, medical secretary's handbook, British National Formulary.
Use Making out-patient appointments, TCI letters, tracking medical records, audit purposes, demographics, statistical data.

Learning outcome
The learner will: 6. understand the importance of continuous professional development
Assessment criteria
The learner can: 6.1 describe different techniques used for identifying individual needs for development 6.2 explain the advantages of continuous professional development (CPD) to the organisation and the individual.

Range
Techniques Formal and informal feedback, self assessment, training needs analysis, provision

of training opportunities, setting clear objectives (SMART targets), completion of CPD log/diary, appraisals, PDR.

Advantages

Individual: increased motivation, promotion opportunities, improved skills and knowledge, passing through pay gateways

Organisation: improved patient care, increased staff retention, better trained staff