

Title:	Introduction to Adult Healthcare Settings
Level:	Entry Level 3
Credit value:	2
GLH:	20
Unique Reference Number:	T/652/0165
Sector Subject Area:	14.1 Foundations for Learning and Life
Aim:	The aim of this unit is to provide learners with the skills and knowledge to be able to introduce learners to adult healthcare settings, the roles of staff, and basic workplace expectations.
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Learning outcomes

The learner will:

1. Be able to know different types of adult healthcare settings.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to develop awareness of healthcare environments.

The learner must:

- 1.1 Identify different types of **healthcare settings**.
- 1.2 State one **purpose** of each setting.

2. Be able to know staff roles in adult healthcare.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to understand who works in healthcare and their responsibilities.

<p>The learner must:</p> <p>2.1 Identify common healthcare staff.</p> <p>2.2 State one responsibility of each staff role.</p>
<p>3. Be able to know expected behaviours in adult healthcare.</p>
<p>Delivery content:</p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to understand basic workplace conduct.</p> <p>The learner must:</p> <p>3.1 Identify positive behaviours.</p> <p>3.2 Identify unsafe or inappropriate behaviours.</p> <p>3.3 State why following workplace rules is important.</p>

<p>Scope of Training</p> <p>The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.</p>

<p>Requirements</p>

<p>Healthcare Settings</p>	<p>Definition:</p> <p>Healthcare settings are places where people go to receive medical care, treatment, or support for their health and wellbeing.</p> <p>Teaching must include:</p> <p>Learners should be able to identify common healthcare settings, such as:</p> <ul style="list-style-type: none"> • Hospital – provides specialist medical treatment and surgery • GP surgery / clinic – offers general medical care and advice • Dentist – provides dental care and oral health support • Pharmacy – dispenses medicines and gives health advice
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	<ul style="list-style-type: none"> • Community care / home care – support for people in their own homes • Care homes / nursing homes – long-term care for older adults or people with complex needs <p>Learners must identify at least three types of healthcare settings.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Matching activity: healthcare setting > description or purpose • Picture cards showing different settings • Group discussion: “Where would you go for different types of healthcare?”
<p>Purpose</p>	<p>Definition:</p> <p>Each healthcare setting has a specific purpose that explains why it exists and what it provides to patients or service users.</p> <p>Teaching must include:</p> <p>Learners should be able to state one purpose for each identified setting, for example:</p> <ul style="list-style-type: none"> • Hospital – to provide specialist treatment or emergency care • GP surgery – to diagnose and treat general illnesses • Dentist – to maintain oral health and treat dental problems • Pharmacy – to provide prescribed medicines and advice • Community care / home care – to support people to live independently • Care homes / nursing homes – to provide ongoing care for people who cannot live alone <p>Learners must link the purpose to at least three healthcare settings they have identified.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Worksheets linking settings to purposes • Group discussion: “Why is each setting important for patients?” • Scenario exercises: choosing the correct setting for different healthcare needs

<p>Healthcare Staff</p>	<p>Definition: Healthcare staff are people who work in healthcare settings to provide care, treatment, and support to patients or participants</p> <p>Teaching must include: Learners should be able to identify common healthcare staff, such as:</p> <ul style="list-style-type: none"> • Doctor – diagnoses and treats medical conditions • Nurse – provides care, monitors patients, and administers medication • Healthcare assistant / support worker – supports patients with daily activities • Physiotherapist – helps people recover movement and mobility • Pharmacist – dispenses medicines and gives advice • Receptionist / administrator – manages appointments and patient records <p>Learners must identify at least three healthcare staff roles.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Picture cards of staff with role names • Group activity: match staff to their setting or uniform • Discussion: “Who would you see for different healthcare needs?”
<p>Responsibility</p>	<p>Definition: Each staff role has a main responsibility that explains what the person does to help patients or service users.</p> <p>Teaching must include: Learners should be able to state one responsibility for each identified role, for example:</p> <ul style="list-style-type: none"> • Doctor – to diagnose illnesses and prescribe treatment • Nurse – to monitor patients’ health and give medication • Healthcare assistant / support worker – to assist with personal care and daily needs • Physiotherapist – to plan exercises and support recovery

	<ul style="list-style-type: none"> • Pharmacist – to provide safe medicines and advice on their use • Receptionist / administrator – to manage appointments and maintain records <p>Learners must link the responsibility to at least three staff roles they have identified.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Worksheets linking staff roles to responsibilities • Scenario discussions: “Which staff member would do this task?” • Matching activity: staff role > responsibility
<p>Positive Behaviours</p>	<p>Definition:</p> <p>Positive behaviours are actions that show respect, responsibility, and professionalism in the workplace and help create a safe and supportive environment.</p> <p>Teaching must include:</p> <p>Learners should be able to identify examples such as:</p> <ul style="list-style-type: none"> • Being polite and respectful to colleagues and service users • Following instructions from supervisors • Working as part of a team • Being reliable and punctual • Listening and communicating appropriately <p>Learners must identify at least three positive behaviours.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Discussion using real workplace examples • Picture cards showing behaviours in health or care settings • Group activity: sorting behaviours into “positive” and “negative”
<p>Unsafe or Inappropriate</p>	<p>Definition:</p> <p>Unsafe or inappropriate behaviours are actions that put people at risk, break rules, or do not show respect in the workplace.</p> <p>Teaching must include:</p> <p>Learners should be able to identify examples such as:</p> <ul style="list-style-type: none"> • Ignoring health and safety procedures

	<ul style="list-style-type: none"> • Being rude or disrespectful • Not following instructions or policies • Failing to report hazards or incidents • Using equipment incorrectly <p>Learners must identify at least three unsafe or inappropriate behaviours.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Case studies showing unsafe or inappropriate actions • Role-play: “What behaviour is safe and unsafe here?” • Group discussion: consequences of unsafe behaviours
<p>Workplace Rules</p>	<p>Definition:</p> <p>Workplace rules are the guidelines staff follow to keep everyone safe, maintain professionalism, and ensure tasks are completed correctly.</p> <p>Teaching must include:</p> <p>Learners should be able to state reasons such as:</p> <ul style="list-style-type: none"> • Protects safety of staff, service users, and patients • Prevents accidents or harm • Maintains trust and professionalism • Ensures tasks are done correctly • Supports teamwork and smooth running of the workplace <p>Learners must state at least two reasons why following workplace rules is important.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Scenario discussions: “What could happen if rules are ignored?” • Matching activity: rule > reason for importance • Reflection: sharing experiences where rules kept people safe