

Title:	Introduction to Working in Health, Social Care and Education
Level:	Entry Level 3
Credit value:	3
GLH:	30
Unique Reference Number:	L/652/0180
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 understand the basic purpose, values and types of roles within health, social care and education settings.
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	<p>Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.</p> <p>Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.</p> <p>Evidence must confirm that learners understand the roles and responsibilities within health, social care and education.</p>

Learning outcomes

The learner will:

1. Be able to know the different types of settings in health, social care and education.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to develop a basic awareness of work environments within the health, social care and education sectors.

The learner must:

- 1.1 Identify different types of **health settings**.
- 1.2 Identify different types of **social care settings**.
- 1.3 Identify different types of **education settings**.

2. Be able to know the basic roles of workers in health, social care and education settings.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to develop an awareness of job roles within health, social care and education, in addition to responsibilities associated with those job roles.

The learner must:

- 2.1 Identify **common job roles** in health, social care and education.
- 2.2 State one **responsibility** of each role.

3. Be able to know expected behaviours in the workplace.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to understand basic workplace conduct in health, social care and education.

The learner must:

- 3.1 Identify **positive behaviours** at work.
- 3.1 Identify **unsafe or inappropriate behaviours** at work.

Scope of Training

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.

Requirements

Health Settings

Definition:

Health settings are the different places or environments where health care services are delivered to individuals, families, or communities.

Teaching must include:

- Hospitals
- GP surgeries
- Community health services

	<ul style="list-style-type: none"> • Inpatient mental health units <p>Teaching could include:</p> <ul style="list-style-type: none"> • Pharmacies • Dental practices • Outpatient clinics • Specialist settings
<p>Social Care Settings</p>	<p>Definition:</p> <p>Social care settings are places where individuals receive support with daily living, personal care, independence, and wellbeing due to age, illness, disability, or other support needs.</p> <p>Unlike health settings, the focus is not primarily medical treatment, but helping people live safely, comfortably, and as independently as possible.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Residential homes • Supported living • Youth Centres • Fostering services <p>Teaching could include:</p> <ul style="list-style-type: none"> • Nursing homes • Day centres • Domiciliary Care
<p>Education Settings</p>	<p>Definition:</p> <p>Education settings are places where teaching and learning take place. They provide structured learning opportunities to help individuals develop knowledge, skills, values, and qualifications.</p> <p>Education settings can support learners of all ages, from early years through to adult education.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Early Years Settings

	<ul style="list-style-type: none"> ○ Nurseries ○ Childminders ● Primary Schools ● Secondary Schools ● Further Education Colleges ● Alternative Provision <p>Teaching could include:</p> <ul style="list-style-type: none"> ● Early Years Settings <ul style="list-style-type: none"> ○ Preschools ○ Reception Classes ● Home Education ● Higher Education
<p>Common Job Roles</p>	<p>Definition:</p> <p>Common job roles are the typical positions or occupations that people perform in a sector. They describe the main roles in health, social care, or education settings.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> ● Health <ul style="list-style-type: none"> ○ GP ○ Nurse ○ Healthcare Assistant ● Social Care <ul style="list-style-type: none"> ○ Care Worker ○ Social Worker ● Education <ul style="list-style-type: none"> ○ Early Years Educator ○ Teacher ○ Teaching Assistant <p>Teaching could include:</p> <ul style="list-style-type: none"> ● Health <ul style="list-style-type: none"> ○ Physiotherapist ○ Pharmacist

	<ul style="list-style-type: none"> • Social Care <ul style="list-style-type: none"> ○ Domiciliary Care Worker ○ Key Worker • Education <ul style="list-style-type: none"> ○ Special Educational Needs Coordinator (SENCO) ○ Lecturer
<p>Responsibility</p>	<p>Definition: Responsibility refers to the tasks, duties, and obligations a worker is expected to carry out as part of their role. It also includes being accountable for actions and ensuring the safety, wellbeing, and rights of the people they support.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • GP <ul style="list-style-type: none"> ○ Diagnosing patients • Nurse <ul style="list-style-type: none"> ○ Following care plans • Healthcare Assistant <ul style="list-style-type: none"> ○ Assisting patients with personal care • Care Worker <ul style="list-style-type: none"> ○ Supporting independence • Social Worker <ul style="list-style-type: none"> ○ Making assessments • Early Years Teacher <ul style="list-style-type: none"> ○ Planning play-based learning • Teacher <ul style="list-style-type: none"> ○ Keeping children safe • Teaching Assistant <ul style="list-style-type: none"> ○ Following teachers instructions <p>Teaching could include: Responsibilities associated with optional roles within health, social care and education.</p>
<p>Positive Behaviours</p>	<p>Definition: Positive behaviours at work are the actions, attitudes, and ways of interacting that help create a safe, respectful, and effective</p>

	<p>environment. They support the wellbeing of colleagues, service users, and learners, and help workers do their jobs properly.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Being polite • Being on time • Wearing appropriate clothing • Listening to instructions <p>Teaching could include:</p> <ul style="list-style-type: none"> • Communicating clearly • Following safety and hygiene procedures • Maintaining safe and inclusive environments
<p>Unsafe or Inappropriate Behaviours</p>	<p>Definition:</p> <p>Unsafe or inappropriate behaviours at work are actions, attitudes, or conduct that can put people at risk, break workplace rules, or create a negative, unprofessional, or harmful environment.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Being rude • Ignoring Instructions • Using inappropriate language <p>Teaching could include:</p> <ul style="list-style-type: none"> • Sharing confidential information • Being late, unprepared or unprofessional