

Title:	Exploring Roles and Career Pathways in Health, Care and Education
Level:	1
Credit value:	4
GLH:	36
Unique Reference Number:	R/652/0236
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 different roles, responsibilities, and career progression routes within health, social care and education sectors, and to recognise the skills and behaviours needed to work effectively in these settings.
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 understand roles and responsibilities within health, care and education.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to know the main types of roles in the health, care, and education sectors and what they do.

The learner must:

- 1.1 Identify **common roles** in health, social care and education.
- 1.2 Describe **one responsibility** of each role.
- 1.3 Explain the importance of **teamwork** in health, care and education.

2. Be able to understand career pathways.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to explore how people progress within the health, care and education sectors.

The learner must:

2.1 Identify at least one **progression route** for a role in each sector:

- Health
- Care
- Education

2.2 Identify **skills and qualifications** needed for progression in one sector.

3. Be able to understand skills and behaviours required in health, care and education roles.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise what makes someone effective and safe in their role.

The learner must:

- 3.1 Identify **key skills needed** for roles in health, care and education.
- 3.2 Identify **behaviours that support positive practice**.
- 3.3 Explain why these **skills and behaviours** are important.

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

Common Roles

Definition:

Roles are specific jobs or positions within a workplace. Each role has particular responsibilities that contribute to the safety, wellbeing, and development of individuals in health, social care, and education settings.

Teaching must include:

	<p>Common roles in health settings, for example:</p> <ul style="list-style-type: none"> • Nurse (provides clinical care and supports recovery) • Doctor (diagnoses and treats medical conditions) • Healthcare assistant / support worker (assists with personal care and daily activities) • Physiotherapist (supports mobility and rehabilitation) • Receptionist / administrator (manages appointments and records) <p>Common roles in social care settings, for example:</p> <ul style="list-style-type: none"> • Social worker (assesses needs and arranges support) • Care worker / support worker (provides personal care and daily support) • Manager / supervisor (oversees staff and services) • Occupational therapist (helps people regain independence) • Residential worker (supports people living in care homes) • Youth Worker (supporting young people develop essential life skills) <p>Common roles in education settings, for example:</p> <ul style="list-style-type: none"> • Teacher (plans and delivers lessons, supports learning) • Teaching assistant (supports learners and classroom activities) • Headteacher / principal (leads and manages the school) • Special Educational Needs Coordinator (SENCO) (supports learners with additional needs) • Learning mentor / support staff (provides pastoral support) <p>That roles have distinct responsibilities but often work together as part of a team to:</p> <ul style="list-style-type: none"> • Ensure safety • Promote wellbeing and development • Deliver effective care or learning <p>Teaching could include:</p> <ul style="list-style-type: none"> • Organising role cards or flashcards showing job title, responsibilities, and setting • Matching activities: role>key responsibilities>setting
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	<ul style="list-style-type: none"> • Scenario discussions: “If a patient falls in a hospital, which roles would be involved?” • Videos or short case studies showing a day in the life of staff • Teamwork exercises: identifying how different roles interact and support each other • Discussion of regulatory or statutory roles (e.g., safeguarding leads, SENCO, registered nurses)
<p>One Responsibility</p>	<p>Definition: A responsibility is something a worker must do as part of their job. Each role in health, social care, or education has different responsibilities that help keep people safe, supported, and cared for.</p> <p>Teaching must include: Learners should be able to identify one responsibility for each of the common roles in the three settings:</p> <p>Health setting examples:</p> <ul style="list-style-type: none"> • Nurse: Provides clinical care and monitors patients’ health • Doctor: Diagnoses and treats medical conditions • Healthcare assistant / support worker: Assists with personal care, such as washing or feeding patients <p>Social care setting examples:</p> <ul style="list-style-type: none"> • Social worker: Assesses individual needs and arranges support services • Care worker / support worker: Provides daily living support and personal care • Residential worker: Supports residents in care homes, ensuring safety and wellbeing <p>Education setting examples:</p> <ul style="list-style-type: none"> • Teacher: Plans and delivers lessons to help learners learn • Teaching assistant: Supports learners and helps with classroom activities • SENCO (Special Educational Needs Coordinator): Supports learners with additional needs

	<p>Emphasise that each role contributes to safety, wellbeing, and development, and that responsibilities are different depending on the role.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Visual role cards with the title, setting, and key responsibility • Matching activity: match each role to one responsibility • Scenario-based discussions: “Who would do this task and why?” • Simple case studies showing daily activities of staff • Group activity: create a chart of roles and one responsibility for each • Encourage learners to give examples from work placements, observations, or visits, if applicable.
<p>Teamwork</p>	<p>Definition:</p> <p>Teamwork means working together with other people to achieve a shared goal. In health, care, and education settings, teamwork ensures that everyone works safely, effectively, and provides the best possible care or learning for individuals.</p> <p>Teaching must include:</p> <p>Teamwork helps to:</p> <ul style="list-style-type: none"> • Share tasks and responsibilities fairly • Support colleagues and reduce stress • Ensure safety and wellbeing of service users or learners • Improve communication between staff • Provide consistent, high-quality care or learning • Solve problems quickly and effectively <p>Examples in different settings:</p> <ul style="list-style-type: none"> • Health: Nurses and doctors working together to provide safe patient care • Social care: Care workers and managers coordinating to meet residents’ needs • Education: Teachers and teaching assistants supporting learners in the classroom

	<p>Learners must be able to explain at least one reason why teamwork is important in each setting.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Group discussions: “What happens if people don’t work together?” • Role play: simulate a small team meeting or handover • Case studies: identify teamwork examples in health, care, and education scenarios • Visual diagrams showing team roles and interactions • Videos showing effective teamwork in care, education, or health settings • Simple reflective activity: learners think of a time they worked as part of a team and what worked well
<p>Progression route</p>	<p>Definition:</p> <p>A progression route is a way a worker can develop their career, gain new skills, or move to a higher level role in the same sector.</p> <p>Teaching must include:</p> <p>Learners should be able to identify at least one realistic career progression route for a common role in each sector:</p> <ul style="list-style-type: none"> • Health sector example: <ul style="list-style-type: none"> ○ Healthcare assistant to Nurse (through further training and qualifications) • Social care sector example: <ul style="list-style-type: none"> ○ Care worker / support worker to Senior care worker / team leader (through experience and additional training) • Education sector example: <ul style="list-style-type: none"> ○ Teaching assistant to Teacher (through completing teacher training or a teaching qualification) • Key points to emphasise: <ul style="list-style-type: none"> ○ Progression can involve further qualifications, experience, or additional responsibilities ○ Career progression helps improve skills, pay, and opportunities

	<ul style="list-style-type: none"> ○ Workers can stay in the same workplace or move to different organisations to progress <p>Learners must identify at least one progression route per sector.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> ● Simple career ladders or diagrams showing progression routes ● Case studies: “Jane starts as a care worker—what could she do next?” ● Discussion of training and qualifications required for progression ● Matching activity: role to possible next role ● Videos or guest speakers sharing career stories ● Reflection activity: learners think about what job they might want in the future
<p>Skills and Qualifications</p>	<p>Definition:</p> <p>Skills are abilities a worker needs to do a job well (e.g., communication, teamwork).</p> <p>Qualifications are formal certificates or courses that show a worker has learned specific knowledge or skills.</p> <p>Progression in a sector means moving to a higher-level role or taking on more responsibilities.</p> <p>Teaching must include:</p> <p>Learners should focus on one sector only (health, care, or education) and identify:</p> <ul style="list-style-type: none"> ● Skills needed for progression, for example: <ul style="list-style-type: none"> ○ Communication skills ○ Teamwork ○ Problem-solving ○ Time management ○ Leadership or supervisory skills ○ Ability to work independently ● Qualifications needed for progression, for example: <ul style="list-style-type: none"> ○ Health: Level 3 in Health and Social Care to Nurse training

	<ul style="list-style-type: none"> ○ Social care: Level 2/3 Diploma in Health and Social Care to Senior Care Worker or Team Leader ○ Education: Level 3 Teaching Assistant Diploma → Teacher training / PGCE ● Emphasise that both skills and qualifications are important for career progression. <p>Learners must identify at least one skill and one qualification relevant to the chosen sector.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> ● Role-play or discussion: “If you wanted to move from a care worker to a senior role, what skills would you need?” ● Visual career ladders showing skills and qualifications for progression ● Worksheets to match roles with required skills and qualifications ● Case studies of real-life workers and their career progression ● Videos showing staff discussing the skills and training needed to progress
<p>Key Skills Needed</p>	<p>Definition:</p> <p>Skills are abilities or qualities a worker needs to do their job well. In health, care, and education, key skills help workers support people safely, effectively, and respectfully.</p> <p>Teaching must include:</p> <p>Learners should be able to identify at least one key skill for roles in each sector.</p> <p>Health sector examples:</p> <ul style="list-style-type: none"> ● Communication (talking to patients and colleagues clearly) ● Teamwork (working with nurses, doctors, and support staff) ● Observation (noticing changes in a patient’s condition) <p>Care sector examples:</p> <ul style="list-style-type: none"> ● Empathy (understanding and supporting people’s feelings)

	<ul style="list-style-type: none"> • Personal care skills (helping with washing, feeding, mobility) • Patience (dealing calmly with challenging situations) <p>Education sector examples:</p> <ul style="list-style-type: none"> • Classroom management (keeping learners focused and safe) • Planning and organisation (preparing lessons and activities) • Supporting learning (helping learners understand tasks) <p>Learners should understand that different roles require different combinations of skills, but some skills (like communication and teamwork) are common across all sectors.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Visual charts showing skills per sector • Matching activity • Scenario discussions (“Which skill would help in this situation?”) • Short case studies from health, care, and education settings • Group activities to identify skills they use in everyday life and relate them to workplace roles
<p>Behaviours that Support Positive Practice</p>	<p>Definition:</p> <p>Positive practice means working in a way that is safe, respectful, and effective for people in health, care, or education settings. Behaviours are the actions or ways a worker acts that help create a positive environment.</p> <p>Teaching must include:</p> <p>Learners should be able to identify behaviours that support positive practice, for example:</p> <ul style="list-style-type: none"> • Being polite and respectful to service users, learners, and colleagues • Listening carefully to people’s needs and concerns • Following instructions and procedures correctly

	<ul style="list-style-type: none"> • Being reliable and punctual • Keeping information confidential • Working as part of a team • Being patient and calm in challenging situations • Showing empathy and understanding <p>Emphasise that positive behaviours:</p> <ul style="list-style-type: none"> • Keep people safe • Support wellbeing and learning • Maintain professional standards <p>Learners must identify at least 3 behaviours that contribute to positive practice.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Discussion or mind mapping: “What does positive practice look like?” • Scenario examples (good vs poor behaviour) • Role play: demonstrating positive behaviours in realistic situations • Group activity: sorting behaviours into “supports positive practice” / “does not support positive practice” • Reflection: learners consider which behaviours they already show and which they could improve
<p>Skills and Behaviours</p>	<p>Definition:</p> <p>Skills are the abilities needed to do a job well. Behaviours are the way a person acts while doing their job. These are important in health, care, and education because they help workers provide safe, effective, and respectful support to individuals.</p> <p>Teaching must include:</p> <p>Learners should understand and be able to explain why key skills and positive behaviours are important, for example:</p> <p>Skills:</p>

	<ul style="list-style-type: none"> • Communication skills: help staff understand and meet people’s needs • Teamwork: ensures safe, coordinated care or learning • Observation skills: identify changes in wellbeing or progress <p>Behaviours:</p> <ul style="list-style-type: none"> • Respect and politeness: promote dignity and trust • Reliability: ensures tasks are completed safely and on time • Confidentiality: protects personal information • Patience and empathy: support individuals’ wellbeing and learning <p>Emphasise that using the right skills and behaviours:</p> <ul style="list-style-type: none"> • Keeps people safe • Builds positive relationships with colleagues, learners, and service users • Supports person-centred care or learning • Ensures professional standards are maintained <p>Learners must explain at least one reason for the importance of skills and one for behaviours.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Scenario discussions • Matching exercises • Role play to demonstrate positive behaviours and reflection on impact
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