



Unit title	Working in Health and Social Care
Guided learning hours	120
Number of lessons	40
Duration of lessons	3 hours
Links to other units	
This unit has links to all other units in the qualification.	

Key to lesson types			
AW	Assignment writing	RS	Revision session
GS	Guest speaker	V	Visit
IS	Independent study	WE	Work experience

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
Topic A: The roles of people who work in health and social care settings				
1	Introduction: What do the terms 'health' and 'care' mean? What does the term 'social care' mean?	IS	<ul style="list-style-type: none"> • Introduction: tutor to put list of health and social care topics into a hat and the learner must speak about the topic they pick for 2 minutes. • Brainstorming: what do the learners understand by the terms health and care? • What has been their personal experience of health and/or social care? • Starting research: learners should explore ways that they could find out about/research these terms and prepare a presentation which looks more closely at what these terms mean in a real life context. • Feedback: learners should present their views and findings to other learners following which the group should review what they have found. 	ICT
2	Finding out information about health and social	IS	<ul style="list-style-type: none"> • Tutor-led session: tutor should ask the question where do people find out information about health and social 	Tutor to assemble resources including leaflets from GP



	care Topic A1 Roles of people who work in health care settings		<p>care? This will include GP surgeries and other health and social support organisations such as local authorities.</p> <ul style="list-style-type: none"> • Tutor-led discussion: which information is trustworthy? Why might some source of information be more reliable and valid than others? • Group activity: find out information about either one organisation that provides health services or one organisation which provides social care services. • Feedback: present findings to other learners. 	<p>surgeries/ hospitals/leisure centres</p> <p>Information about care services is available from local authorities</p> <p>Information about services for people with individual needs is available from charities such as Mind or Age UK</p>
3	Roles of people who work in health care settings	IS +AW	<ul style="list-style-type: none"> • Visit preparation: ask learners to think about the sorts of questions they intend to ask when they visit the hospital and group the questions by subject. 	
4	Roles of people who work in health care settings	V+GS WE	<ul style="list-style-type: none"> • Visit: visit to hospital (ensure the visit covers all hospital related roles – doctors, nurses, midwives, occupational therapists and healthcare assistants). 	
5	Roles of people who work in health care settings	IS +AW	<ul style="list-style-type: none"> • Feedback and review session: hold a feedback session about the hospital visit. Look at how many roles were identified, how many services are provided, who delivers the services, did questions occur later which were not asked? • Visit preparation: prepare the learners for a visit to a residential care setting. Ask learners to think about the sorts of questions they intend to ask when they visit the setting and group the questions by subject. For example: what sorts of services are provided? Which people deliver these services? How is the setting managed? 	
6	Roles of people who work in social care settings	V+GS WE	<ul style="list-style-type: none"> • Visit to residential care setting: ensure all roles for this setting are covered on this visit – social workers, care managers/assistants, healthcare assistants, nurses. 	Residential care setting
7	Roles of people who work	IS +AW	<ul style="list-style-type: none"> • Feedback and review: hold a feedback session after 	



	in social care settings		<p>the visit and discuss:</p> <ul style="list-style-type: none"> ○ how many roles were identified ○ how many services are provided ○ who delivers the services ○ did questions occur later which were not asked? 	
8	<p>Topic A2</p> <p>Responsibilities of people who work in health and social care settings</p>	IS +AW	<ul style="list-style-type: none"> • Following on from the visits use an exam preparation task: the learner should imagine they are going to interview someone who is going to provide care for a member of their family. They should devise a list of 5 questions, which they would ask and write down the answers they might expect. They should ensure the questions draw out responses that might cover the procedures needed in that setting, equipment needed, supporting healing and daily routines, as well as assessing and planning for future care. • Role play: the tutor should invite the learners to volunteer to carry out the mock interview and then feedback to the applicant about the sorts of responses they gave and the sorts of responses they were expecting. • Assignment: introduce the concept of policies and procedures and ask the learners to explain the issues which arise when providing personal care to people with individual needs. 	Video of role play
9	<p>Responsibilities of people who work in health and social care settings</p>	AW	<ul style="list-style-type: none"> • Discussion: discuss the day-to-day responsibilities of people who work in health and social care settings providing personal care (in a range of roles). Tutor to show video of how this is carried out and lead discussion around issues which arise. • Learner research: find out the policies and procedures in place in one health and social care setting to underpin a good care service which takes the following in to 	Video of care provision ICT



			<p>account: equipment required, supporting healing and recovery, providing personal care, supporting routines of users, assessment and care planning.</p> <ul style="list-style-type: none"> • Assignment: with reference to one person with individual needs, explain how these policies and procedures affect the ways that care is provided to that person. 	
10	<p>Topic A3 Specific Responsibilities of people who work in health and social care settings</p> <p>Applying care values and principles – introduction</p> <p>Applying values and principles – empowerment</p>	IS +AW	<ul style="list-style-type: none"> • Tutor-led introduction: explain terms prejudice and discrimination. Use short excerpts (5 mins) from television programmes which learners are likely to watch or get them to bring in their own. • Extension activity: what sorts of discrimination occur in health and social care settings? • Research activity: ask learners to find statistics which might show discrimination. • Tutor-led introduction: explain the term empowerment. Unpick key concepts. • Activity: ask learners to research and then list the ways that people with individual needs in health and social care settings are (1) empowered and (2) disempowered and how services might support users in feeling empowered, promote the rights of individuals and ensure their safety. • Group discussion: ask learners to present and discuss their findings and look at how service information management and communication policies and the accountability of professional bodies might underpin good practice in these care settings. 	Excerpts from TV programmes
11	<p>Topic A4</p> <p>Multi-disciplinary working in the health and social care sector</p>	IS +AW	<ul style="list-style-type: none"> • Group activity: <ul style="list-style-type: none"> ○ learners should list people with individual needs who require both health and social care services ○ learners should then identify settings where these 	ICT



			<p>needs are met</p> <ul style="list-style-type: none"> ○ learners should suggest reasons why health and social care services need to work together to support people with individual needs. <ul style="list-style-type: none"> • Tutor-led session: tutor leads a session which looks at how multi-disciplinary working supports people with individual health and social care needs through joined-up working across different care services and holistic approaches to care. 	
12	Topic A5 Monitoring the work of people in health and social care settings	IS AW	<ul style="list-style-type: none"> • Tutor-led session: using college/school as a background, explain how work of teachers/lecturers is monitored using a range of processes and accountability structures, which also happen in health and social care sectors to ensure quality of care and accountability. Make sure you touch on the importance of external regulatory bodies/agencies, line management, whistleblowing, and service user feedback. • Activity 1: Learners should research procedures in health and social care sectors. • Activity 2: learners devise a scenario where a tribunal is required, e.g. following serious professional malpractice. Learners should be assigned roles and they should run a tribunal and reach a verdict. 	Set up learning room to hold tribunal
13	Exam skills	RS	<p>Preparing for topic A</p> <ul style="list-style-type: none"> • Activities: <ul style="list-style-type: none"> ○ give half of your learners short answer questions ○ ask the other half of your learners to mark these answers ○ give all of your learners a set of answers and ask them to write the questions which could generate them ○ learners should prepare a mark scheme for 	



			questions they have answered based on the level of detail and understanding given. Make sure they reflect fully on this and understand where their answers sit on the scale.	
14	Exam skills	RS	<ul style="list-style-type: none"> • Tutor-led session: recap: <ul style="list-style-type: none"> ○ what the command words mean ○ what the assessment objectives mean ○ revisit each of the key topics to ensure full understanding of each key area ○ identify any areas that need looking at again as a group. • Group activity: encourage the group to draw a mind map using sticky notes so that they have a visual representation of the whole topic and how it fits together. 	
Topic B: The roles of organisations in the health and social care sector				
15	<p>Topic B1 The roles of organisations in providing health and social care services</p> <p>Ways health and social care services are provided</p>	RS IS	<ul style="list-style-type: none"> • Tutor-led introduction: recall/revisit information from hospital and residential care visit. • Look at the meaning of the terms public sector, private sector, voluntary sector and discuss why services are provided in these different sectors. Do not forget to touch on the various setting included in each sector. • Activity: learners should list services that they think would be best provided in each of the three sectors. • Research: learners should find out the cost of one service provided in their local area. • Discussion: discuss your learners' findings and, as a group, consider the cost of providing the service, suggesting which sector would be most suitable to provide it. 	ICT



16	Settings where health and social care services are provided	RS IS AW	<ul style="list-style-type: none"> • Group activity: split your class in to small groups. Each group should choose one setting where health and social care services are provided and list the services which are provided by the organisation/setting they have chosen. Ensure that all six settings are covered by the groups. • Revision: ask your learners to look at how the types of services provided in these settings support multi-disciplinary working. • Assignment: with reference to one organisation which provides health and/or social care services, ask your learners to explain in detail how this organisation meets individual needs. This should be a written presentation. 	
17	Topic B2 Issues which affect access to services	IS WE	<ul style="list-style-type: none"> • Research: learners should obtain a copy of an eligibility assessment form for either a health or social care service (or a welfare benefit entitlement). Learners should then complete a 'dummy' application to that service. • Activity: learners should then create a presentation and/or poster showing eligibility criteria, including evaluations of those criteria identified. 	ICT
18	Issues which affect access to services	IS AW	<ul style="list-style-type: none"> • Tutor-led introduction: tutor presentation, which looks at the barriers, which affect access to services. Touch on referrals, assessment, eligibility, and financial social, cultural and geographical barriers. • Activity: ask your learners to produce a leaflet which shows how people with health and social care needs can apply for services, taking into account individual preferences, social and cultural factors. • Assignment: ask your learners to explain/justify why there should be a 'post-code' lottery for health and social care services. 	ICT
19	Topic B3	IS	<ul style="list-style-type: none"> • Tutor-led introduction: tutor to introduce the ways organisations might represent their users' interests. 	



	Ways organisations represent interests of service users	WE	<ul style="list-style-type: none"> • Activity 1: learners could undertake a day of voluntary work for a charity in the health and social care sector. 	
20	Ways organisations represent interests of service users	AW	<ul style="list-style-type: none"> • Activity 2: learners should reflect on their volunteer day and create a campaign video for their chosen charity to raise awareness of a particular health and social care issue, making suggestions for how it might be improved to better support the interests of the service users (and how this might happen). 	ICT
21	Topic B4 Roles of organisations that regulate and inspect health and social care services	IS	<ul style="list-style-type: none"> • Tutor-led introduction: tutor should explain why it is necessary to regulate and inspect organisations, which provide health and social care services. Tutor should show TV programme/You Tube excerpts where failings have been found in provision of services. • Research: learners should find other examples of failings in provision and (if possible) the cost to the NHS of putting them right. 	TV programme/You Tube excerpts
22	Roles of organisations that regulate and inspect health and social care services	IS AW	<ul style="list-style-type: none"> • Tutor-led session: tutor should explain: <ul style="list-style-type: none"> ○ who the key regulatory organisations are across the UK ○ how regulation and inspections are carried out ○ how organisations and individuals respond to regulation and inspection ○ changes in working practices required by regulation and inspection ○ how services are improved by regulation and inspection. • Assignment: with reference to one health and social care organisation, the learners should explain the changes/improvements which have been made in working practice as a result of regulation and inspection. 	



23	Roles of organisations that regulate and inspect health and social care services	GS	<ul style="list-style-type: none"> • Preparation for guest speaker visit: learners should prepare questions for guest speaker. These might focus on responsibilities of (for example) nurses; the training required; how to keep up with current developments/practice; how to apply for their role, how their practice is monitored. • Guest speaker from an organisation which regulates and inspects health and social care professions. • Feedback from session with guest speaker. 	Guest speaker
24	Topic B5 Responsibilities of organisations towards people who work in health and social care settings		<ul style="list-style-type: none"> • Tutor-led session: tutor presents on implementing codes of practice, CPD, safeguarding employees, and meeting national occupational standards in a health and social care setting. • Activity: learners should pick one of the above presentation topics and write a case study of a healthcare professional/role of their choice, which explains how their organisation supports their role in the healthcare setting, and rights and responsibilities as an employee. 	
25	Responsibilities of organisations towards people who work in health and social care settings	IS AW	<ul style="list-style-type: none"> • Tutor-led session: tutor to focus on the topic of safeguarding and apply it to the school setting, explaining college/school policy. Explain safeguarding procedures for one profession. • Activity: learners should write (using PowerPoint) a safeguarding guide for new staff working in a health and social care organisation. 	
26	Exam skills	RS	<p>Preparing for topic B</p> <ul style="list-style-type: none"> • Brainstorming: learners should feed back on what they found difficult in this topic and revise their research skills. • Each learner should bring one new piece of information, which they have found and present it to the group. Each 	



			learner should explain how to answer one short exam question.	
27	Exam skills	RS	Preparing for topic B <ul style="list-style-type: none"> • Activities: <ul style="list-style-type: none"> ○ practising exam technique ○ understanding key terms ○ using evidence to support claims ○ essay-writing under exam conditions. 	
Topic C: Working with people with specific needs in the health and social care sector				
28	Topic C1 People with specific needs	RS IS AW	<ul style="list-style-type: none"> • Recap: learners should look again at material covered in topics A.1, A.2 and A.3. They should focus on a specific role that interests them. • Tutor introduction: tutor should discuss what we mean when we talk about people with 'specific needs'. • Activity: learners research and write a report that: <ul style="list-style-type: none"> ○ matches one individual with specific needs to the worker most likely to provide care to that person, ○ lists the responsibilities which must be carried out by the worker providing the care, ○ lists the qualifications needed by the person providing the care, ○ lists the skills needed by the person providing the care, ○ matches the needs of the individual to the skills of the health and social care worker. 	ICT
29	People with specific needs	IS	<ul style="list-style-type: none"> • Sharing information: learners should present their reports to the group. • Activity: career research. Ask your learners to download and complete an application form for a role in health and 	



			social care. Learners should think carefully about the skills and experience required for the selected role.	
30	People with specific needs	IS	<ul style="list-style-type: none"> • Activity: using information from a website of a voluntary sector organisation or a charity, compile a list of key features and requirements of a person with specific needs. An example could be someone with a learning disability and the learner could start with the British Institute of Learning Disability (www.bild.org.uk) 	ICT
31	Topic C2 Working practices	IS AW	<ul style="list-style-type: none"> • Tutor-led session: tutor should introduce the idea of working practices and explain how they affect those working in any sector – as well as the end user. Tutor to use the types of policies and procedures found in college and school to illustrate what this might look like in one context. This should cover where to find relevant documents, how they are written, what their objectives are, and how they reflect policy/legislation. • Activity: learners should use their own experience in college/school to evaluate the success of working practices from the point of view of service users. List the criteria they should use to say whether working practices have been successful. 	ICT
32	Working practices	IS AW	<ul style="list-style-type: none"> • Recap: building on previous lesson/activity, learners should make a list of working practices they should expect to find in organisations which provide health and/or social care services. Encourage them to list the similarities and differences. 	ICT
33	Working practices	IS WE	<ul style="list-style-type: none"> • Activity (building research skills): learners could contact a local hospital and ask for copies of a Patient Care Assessment Plan; Bed Rail Assessment; Wound Assessment Chart; Meal Requirement Chart; Patient Consent Forms; Pre-operation preparation sheet; Post-operation record sheet; falls prevention document; discharge checklist; going home leaflets or any other 	



			<p>relevant and suitable documents which show how patients must be supported and managed during their time in hospital.</p> <ul style="list-style-type: none"> • Or: Obtain similar documentation from a social care setting. • NB: learners do not need to consider all suggested documents. They could work in groups and consider one or two of them. • Activity: Using the documents obtained, learners should list the working practices involved in providing care for an individual with specific needs. 	
34	Working practices		<ul style="list-style-type: none"> • Continuation of activity. 	
35	Working practices		<ul style="list-style-type: none"> • Continuation of activity. 	
36	Working practices		<ul style="list-style-type: none"> • Activity: Writing a care scenario. Using the Sample Assessment Material, learners should write a scenario for an individual who needs care. They should prepare a list of questions to ask an applicant for a support role during interview. They should prepare a set of expected interviewee responses. They should give feedback to the interviewee, indicating whether they would be employed in that role. 	
37	Working practices		<ul style="list-style-type: none"> • Recap (tutor-led session): session to remind learners that they must know and understand the specific needs of all types of individual listed in topic C1. Tutor covers any information that learners still need at this point. • Activity: encourage your learners to discuss how working practices could be improved for each of the individuals with specific needs. 	
38	Exam skills	RS	<p>Preparing for topic C:</p> <ul style="list-style-type: none"> • Brainstorming: learners should feedback on what they found difficult in this topic. 	



			<ul style="list-style-type: none"> • Revise research skills. • Group activity: each learner should bring one new piece of information, which they have found and present it to the group. • Exam preparation: give the group a lot of sample exam questions. Ask each learner to explain how to answer one short exam question. 	
39	Exam skills	RS	Preparing for the final exam: <ul style="list-style-type: none"> • Mock exam 	
40	Exam skills	RS	<ul style="list-style-type: none"> • Results and feedback from mock exam. 	