

Information about Explorer Programmes

Explorer Programmes are offered by Pearson to give learners who are considering a sector-based course a realistic idea of what the sector will be like to work in. This includes the vast opportunities the sector will present but also the challenges. Explorer Programmes are available in a variety of sectors, including health and social care.

The Explorer Programmes are suitable for learners who are considering either BTEC or Apprenticeship routes. The purpose is for learners to find out if a career in health and social care is one that will work for them and to plan for the future. We have also produced a video to support each course, including a film that focuses on an individual working in the sector and the Pearson sector manager for health and social care.

This course is split into the following four modules:

Module 1: Finding out about yourself

Module 2: Finding out about the sector

Module 3: The health and social care course

Module 4: Next steps towards your career

The Health and Social Care Explorer Programme can be run in two ways.

Explorers are delivered as an accredited course using a regulated qualification or a single unit to support delivery, which can be certificated. The options are funded for 19+ learners under the local flexibility funding stream of the Adult Education Budget.

Centres can choose to deliver Explorers as:

- **Option 1:** An accredited qualification **or** unit. This means the learner will be certificated by Pearson for the Level 1 Award in WorkSkills, **or** a single sector unit. We have linked Explorers to the Level 1 Award in WorkSkills and in most cases to an individual sector unit, so learners can potentially take more than one Explorer in different sectors.
- **Option 2:** An accredited qualification **and** unit. This means the learner will be certificated by Pearson for the Level 1 Award in WorkSkills **and** a single sector unit. Centres should consider this option carefully as it may result in content duplication and affect funding.

The Health and Social Care Explorer leads to achievement of the following full qualification or single additional unit:

- 601/9014/0 Pearson BTEC Level 1 30-GLH Award in Workskills. The qualification specification can be found [here](#), and the units can be found [here](#).
- [D/501/7228 Job Opportunities in Health and Social Care](#) (Level 1 unit from BTEC Award in Health and Social Care) (30 glh/4 credits) (unit 19 page 121).

It is vital when delivering accredited courses, that the evidence is full. Centres need to refer to the qualification and/or unit specification. Learners need to follow specification instructions, for example, when 'describing', 'listing' or 'identifying'. The workbook signposts individual unit assessment criteria.

What next?

Learners who have taken this Explorer Programme could potentially complete the following qualifications and apprenticeships in the sector:

Apprenticeship

- Adult Care Worker – completing the Level 2 Diploma in Care
- Healthcare Support Worker – Level 2 Diploma in Care
- Healthcare Science Assistant – Level 2 Diploma in Healthcare Science
- Optical Assistant – no qualification mandated in the new standard
- Pharmacy Assistant – Level 2 Certificate in Pharmaceutical Science and Level 2 NVQ Certificate in Pharmacy Service Skills

Qualifications, full-time study

- Level 2 Technical Certificate in Adult Care
- Level 2 Technical Diploma in Laboratory Science
- BTEC Level 3 Nationals in Health and Social Care
- BTEC Level 3 Nationals in Applied Sciences

Health and Social Care Sector Explorer Programme Workbook

What do you think of when you hear the words ‘health and social care’? – An episode of ‘Casualty’? Stories in the newspapers of incidents in care homes? The truth is often quite different; working in health and social care can be fun, interesting and rewarding. Like any other career, it can have its ‘ups and downs’ but it is never boring because you are working with people.

Quite apart from adult nursing and social work, there are many different career paths you could follow as the sector includes both health and social care and children’s services. For example, you could work in a residence for people who need support with personal care. But instead of being a care and support worker, you could be an activity coordinator, helping people to join in with lots of different activities. You could also be a portage worker, supporting the parents of pre-school children with special education needs, to provide a stimulating environment in the home.

Here are a few more suggestions that you could think about:

- domiciliary carer – providing care in someone’s own home
- nurse – e.g. caring for children, people with learning disability, people with mental health issues or community nursing
- occupational therapy assistant – e.g. going into people’s homes to assess how to make daily living easier for them to manage, such as by lowering the kitchen sink so that people can do their own washing-up instead of depending on others; or visiting the home of a child with physical disabilities to assess where improvements could be made to their ability to move around the house independently
- family support worker – supporting families who are struggling to cope.

Whatever you decide to do it will be hard work, but it will be interesting, every day will be different and you will be making a difference to the lives of individuals. What could be better than that?



Module 1 – Finding out about yourself

The first step in this course is to consider the skills and aptitudes that you have and then match these to what is required in the sector.

It is really important to consider what you are good at when planning your career path. The most successful people are usually well aware of what they are good at and how they can use these strengths. This section also considers weaknesses, but in planning your career it is most important that this matches with what you are comfortable and happy doing.

Icebreaker Activity 1a – Myers-Briggs Personality test

Have you ever taken a personality test? It is informative and also a fun way of finding out about yourself. It is also interesting to compare similarities and differences between people and it will help you to get to know other people in the group. If you have taken it before try again to see if you get the same result.

Task 1: Take the test on this website: <https://www.16personalities.com/free-personality-test>

Task 2: Record the main outcomes of your test in the table below:

Personality type	
Individual traits	
Role	
Strategy	
Strengths	
Weaknesses	
Career paths	

Task 3: Reflection

Discuss the following points as a group:

- Do you agree with the results of this test?
- Compare results to others – what are the similarities and differences?
- How do you think this result is useful?

Notes

Activity 1b – Self-assessment (J/508/3479 1.1; 1.2)

The aim of this activity is to help you to understand what you are good at and enjoy. People are more successful in jobs that match the type of person that they are and what they are good at. To help you understand – a strength is something you are good at, and a weakness is something you are not so good at. While a skill is something you have learned (like riding a bike) but a quality is something you are born with, such as being a good listener.

Fill in the table on the next page as honestly and as fully as you can, using bullet points. Don't be modest!

Task 1: Fill in the table on the next page on your own. Aim for five points in each box.

NB if you are claiming unit J/508/3479 the minimum requirement is two points.

Task 2: Review the table with three people who know you well, such as a good friend, a work colleague, your supervisor, family, or a college tutor. Ask the people if they agree and whether they can think of any other points.

Describe your strengths?	What are your weaknesses?
What do you enjoy?	What do you dislike doing?
Describe the skills and qualities that you have?	What skills need developing?

Activity 1c – What is needed in the health and social care sector?

Task 1: The table below identifies some of the key skills/ values/ competencies for the health and social care sector. Rate your own skills between 1 (low) and 5 (high) for each.

Personal skills, values and qualities	Score (1=low, 5=high)					Comments
	1	2	3	4	5	
Patience						
Communication skills						
Ability to follow instructions						
Willingness to work hard and finish tasks						
Ability to cope under pressure						
Respect for the beliefs of others						
Treat people with dignity and respect						
Understand confidentiality						
Compassion						
Ability to work in a team						

Task 2i:

Having completed module 1, to what extent do you think that you are suited to working in the health and social care sector? What do you think you need to develop to be successful and happy in this sector?

Task 2ii (J/508/3496 1.1; 1.2)

Knowing what you are good at and considering your strengths, skills and qualities are important steps in planning for your future. It might seem odd to think about the jobs and activities you will be carrying out in years to come but a little bit of planning at this stage can make all the difference in the future.

Planning your career doesn't mean making choices that you are stuck with, but it does mean that you are able to recognise the skills and qualities you are developing so that you can move from job to job. This is known as career progression.

Working in pairs, discuss with your class partner why you think career progression might be important and how you will benefit from progressing. Then use the space below to describe the ways in which career progression will be important for you.

Describe **three ways** that career progression is important and describe at least **two benefits** to you of progressing in your career.

Module 2 – Working in the sector

In this module you will find out more about the health and social care sector and will start to think about what working in the sector will be like.

Try to be open-minded about what the sector is like to work in and the opportunities available to you.

Activity 2a – Pearson 'Taste of Health and Social Care' Video

Watch the Pearson video 'Taste of Health and Social Care', which concentrates on a care worker and the Pearson sector manager for health and social care apprenticeships. This should give you an idea of the realities of working in a modern care setting.

Notes

Activity 2b – True/false activity to get you thinking

Task 1: Place a tick by true or false for the questions below. If you aren't sure, then make your best guess, some may not even have an absolute correct answer.

Statement	True	False
You can't be a nurse if you are diabetic		
Working in healthcare can be stressful		
Nurses don't have time to speak to patients		
New health and social care workers are mentored and supported		
Hospitals are dangerous places		
Nursing older people is straightforward but more time consuming		
All mental health care is given in hospital		
Nursing is a 9 to 5 job		
All nurses earn under £30K per year		
Working in healthcare can be fun		
Healthcare is delivered by people in many different roles		
Most social workers make a lot of mistakes		
All nurse work 12-hour shifts		
Newspapers/TV/social media reports can give a fair impression of working in healthcare		
Health and social care professionals work together to support individuals		
Most nursing and social care takes place in an individual's own home rather than in care homes		
You need A levels to work in health and social care		
Social workers all work in the community		
Social workers work entirely with children and families		
Doctors' roles are more important than nurses because they save more lives		

Task 2: Compare and discuss the answers that you have with another member of the group. Has this activity made either of you rethink anything? If there are answers you are unsure about, discuss these with your tutor.

Notes

Activity 2c – Would I like/be good at this job?

There are lots of resources available online to help you find out more about the health and care sector and specific roles. This activity encourages you to investigate these and compare them to the Pearson health and care sector video that interviews a care worker.

a. Having watched the Pearson video ‘Taste of Health and Social Care’ complete the question about care challenge by selecting ‘England’, ‘Wales’ or ‘Northern Ireland’. Click on each of the three workers (Ahmed, Jean and Lloyd) and go through the videos and interactive quizzes. Identify two things that you learned from this activity:

- 1.
- 2.

b. Click on ‘meet the people’ <http://www.aquestionofcare.org.uk/meet-the-people> and watch the videos about the people in different roles. Identify two things that you learned from watching the videos:

- 1.
- 2.

Activity 2d – Career case studies (D/501/7228 1.1)

Task 1: You will have seen that the sector is a wide one, including health and social care and children’s services. In the space below identify three jobs in each area.

Area	Job role
Health care	1
	2
	3
Social care	1
	2
	3
Children’s services	1
	2
	3

Task 2: Select two career case studies from different sectors – for example, one for the health sector and one for the care sector – read as many of the online case studies as you can before you select one. Links to help you are shown below:

<http://www.skillsforcare.org.uk/Careers-in-care/case-studies/Case-studies.aspx>

<http://www.skillsforhealth.org.uk/career-framework/?sec=cs&id=3>

Summarise each of the two roles and, using the tables provided, identify things that you would like and would not like about each.

A. Role 1

Job title	
Main tasks	
What you would like	
What you would dislike	

B. Role 2

Title	
Career path	
What they are doing now	
What you would like	
What you would dislike	

Activity 2e – Can I do this job?

Find out the following information about jobs in the health and care sector. Feel free to include anything else that you find that is of interest. **Make sure you choose at least one health care job, one care job and a job with children’s services.**

- Normal working patterns once qualified
- Contract status (zero hours/permanent etc.)
- Pay rates
- Requirements in relation to health and fitness/reasonable adjustments for disability
- Any other requirements, e.g. criminal record/insolvency
- Anything else of interest

Use the following links to help you:

- Health sector: <https://www.healthcareers.nhs.uk/>
- Care sector: <http://www.skillsforcare.org.uk/Documents/NMDS-SC-and-intelligence/NMDS-SC/Analysis-pages/State-of-17/State-of-the-adult-social-care-sector-and-workforce-2017.pdf>

Finding the right job for you is based on knowing where to look. To find jobs in your local area you can use the following resources:

- Job Centre
- careers advisor
- local internet search
- local newspapers
- shop window adverts
- social media
- word of mouth.

Activity 2.f – Available jobs (J/508/3479 2.1)

Find three job adverts for roles in the sector in your local area or in the area in which you will want to work. Collect printouts of the roles you have looked at and write on each one where you found it (these should be from different places). For each job, fill in the information in the table below.

	Social care role	Children’s services role	Health care role
Job title			
Description of job			
Work pattern			
Salary			
Qualifications needed			
Other requirements			
Employer information			

Module 3 – The health and social care course

In this section you will find out more about the different routes into the industry and it will help you to decide what the best course of action is for you.

There is a range of options, including classroom-based courses and work-based apprenticeships where you learn on the job. You will also take part in explorer activities that will give you an idea about the difference between the BTEC and Apprenticeship routes, and what may be expected on the different courses.

Activity 3a – Finding out about the options

This activity concentrates on you understanding what the options are for entering the health and social care sector.

Task 1: Watch the section of the Pearson 'Taste of Health and Social Care' video where the Pearson sector manager explains the differences between the qualifications.

Notes

Task 2: Referring to the Health and Social Care progression routes on the webpage, identify the career route and level you think would suit you best and explain why in the box below.

- Apprenticeships – Opportunity to earn while you learn
- Technical – College-based learning
- Applied – Full time college-based learning

Notes

Activity 3b – BTEC explorer activity

Planning a trip to a theme park

You are a group of volunteers at a residence for young people with learning disabilities. You have been asked by the manager to plan a trip for the residents to a local theme park. There are seven residents and four members of staff attending.

Your plan must include:

- getting there and back, including transport and costs
- food, including healthy snacks, drinks and lunch
- activities at the theme park.

When you have finished, rate yourselves on the following, both as individuals and as a group, using the scale 1–5 (where 1 = needs a lot of improvement and 5 = brilliant):

- respect for other people's opinions
- willingness to compromise
- listening to other people
- letting people finish what they have to say
- joining in and not leaving everything to other people
- keeping calm

Activity 3c – Apprenticeship work-related explorer activity

Temperature, pulse and respiration

Whether you are working in a residential care setting or a hospital, checking an individual's temperature, pulse rate and respiration (breathing) rate, will give you an idea of the person's health status. For example, if they have an infection, their temperature, pulse rate and respiration rate could all be higher than normal.

Tools you will need: tympanic thermometer or digital thermometer with probe covers, stopwatch, paper and pen.

Task 1: In pairs, measure each other's temperature, pulse rate and respiration rate for one minute, when sitting down and then after 5 minutes of exercise (such as skipping or running on the spot). Record your findings.

Task 2: Using the links below, look up the normal values and compare them with your results.

Temperature:

- <http://www.choosewellmanchester.org.uk/self-care/self-care-information-for-adults/taking-your-temperature/>

Pulse rate:

- <https://www.verywellhealth.com/how-to-determine-the-pulse-rate-1298564>

Respiratory rate:

- <https://www.verywell.com/what-is-a-normal-respiratory-rate-2248932>
- <https://www.nursingtimes.net/clinical-archive/respiratory/respiratory-assessment/200191.article>

Module 4 – Next steps towards your career

This section is where you put plans together to enter the health and social care sector. This includes reflecting on the course so far, and planning your next steps by setting goals to work towards.

Activity 4a – Reflecting on the Explorer Programme

(J/508/3479 1.3; 2.2; 2.3 J/508/3496 2.1; 2.2; 2.3)

Take an hour to reflect individually on what you have learned about yourself, the sector and potential courses. Write some notes/thoughts in the space below.

Explain how your own skills, qualities and interests help you in your personal life, and how they can be transferred to support you in work.

Use the information you have gained to choose two suitable career paths within the health and social care industry and describe the skills and experience that will be needed to succeed in that area.

How do your skills and experience match up to these career paths, note where you have suitable skills and experience already and identify where there is not a match.

Make a list of potential jobs that interest you within your chosen career paths.

Choose one role that you think offers you the best chance of success should you apply for it and match your strengths, skills and qualities against the role, identifying any gaps that you would need to develop before you could apply.

Is it something that practically fits with your life? Explain how your lifestyle might be affected by the career choice that you make. Think about impacts in your health, your working conditions, your hours of work, travelling time and the impact on your family and social life.

What are you looking forward to/worried about?

Activity 4b – Planning next steps

(D/501/7228 4.1 J/508/3479 3.1; 3.2; 3.3 J/508/3496 3.1; 3.2; 3.3)

To plan next steps, you need to set yourself goals based on what you need to develop in order to be successful in health and social care. In order to do this, you need to set one long-term goal, two medium-term SMART goals and two short-term SMART goals, and include a plan about how you are going to achieve them. Make sure you include career and course options.

Long-term goals (in the next 3 years)	
Goals	How I will achieve this
1	

Medium-term goals (in the next year)	
Goals	How I will achieve this
1	
2	

Short-term goals (in the next 2 months)	
Goals	How I will achieve this
1	
2	
3	

For more information please contact your Pearson Subject Advisor

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