



## Unit 5: Vocational Experience in a Health or Social Care Setting

### Delivery guidance

#### Approaching the unit

Learners will be completing this unit, as part of a qualification in health and social care, possibly because they are considering a career in one of the caring professions.

Learners who undertake this unit, will gain valuable insights into different areas of health and social care. This experience, will support learners, in gaining some understanding of potential career pathways.

In preparation for work experience, learners will gain preparatory working skills, including producing a CV/resume, writing a letter of application and participating in a mock interview. These activities, will support learners in developing confidence and communication skills, in order to prepare them for their vocational experience in a health or social care setting.

Learners will record their work experience in a reflective logbook, which will support learners in developing an ability to assess their own performance objectively, in preparation for full time employment.

Objective self -reflection, is also a requirement for many courses and occupations in the health and social care sectors. These include nursing, midwifery, social work, counselling and family support.

The skills learned in this unit, are transferrable, and will provide learners with a foundation for entering a variety of occupations.

#### Delivering the Learning aims

**Learning aim A** Be able to apply for a period of vocational experience in a health or social care setting

**Learning aim B** Be able to demonstrate working skills relevant to health or social care settings

**Learning aim C** Be able to reflect on own performance relevant to health or social care settings



## Assessment model

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Be able to apply for a period of vocational experience in a health or social care setting	<b>A1</b> Methods of communicating personal information <b>A2</b> Interview skills <b>A3</b> Preparation for interview	Completed letter of application and resume/CV Observation records/witness statements.
<b>B</b> Be able to demonstrate working skills relevant to health or social care settings	<b>B1</b> Working skills <b>B2</b> Health and Social Care Settings <b>B3</b> Interpersonal skills in working environments	Observation Records/Witness Statements of work carried out from teacher and/or work supervisor where appropriate.
<b>C</b> Be able to reflect on own performance relevant to health or social care settings	<b>C1</b> Own performance	Reflective logbook and development / progression plan.

## Assessment guidance

This unit is internally assessed. There is a maximum number of two summative assignments for this unit. Tutors should refer to the assessment guidance in the specification for specific detail, particularly in relation to the requirements for Pass, Merit and Distinction grades.

There are 60 guided learning hours assigned to the unit, of which 20 hours will be required for assessment.

To comply with the unit's *Essential Information for assessment decisions*, **learning aims A** and **B** should be assessed together. It is suggested that learners are supported to compile a portfolio which includes the following items:

### Learning aim, A:

- A completed work application form
- A letter of application for work
- A Curriculum Vitae or Resumé that briefly presents a learner's achievements so far e.g., first aid certificate, voluntary working experiences
- Observation Records/Witness Statements of mock interviews.

All relevant documentation can be presented as paper copies or completed online.



### **Learning aim B:**

- Observation records/Witness Statements of working skills/completed tasks
- Teacher and/or work supervisor reports
- Registers of attendance at the setting.

Learners could begin their portfolios at the end of the delivery for learning aim A and continue to collate evidence, during their period of vocational work experience, for learning aim B. Learners should be encouraged to produce evidence in an orderly and logical manner, with headings for each section. Regular progress checks will need to be made, to ensure that learners are completing the work as required.

### **Learning aim C**

Learners may need support in completing the reflective log, using the skills gained in the classroom and applying them to practical situations in the vocational setting. The reflective log should be completed, signed and dated at regular intervals, and can form part of a class session.



## Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

### Introduction

Learners could be introduced to this unit with a teacher led plenary on the different types of health and social care providers. The use of a short video followed by a class discussion, will help to develop understanding.

### Learning aim, A: Be able to apply for a period of working experience in a health or social care setting

Learning aim, A will introduce learners to the skills required when applying for a role in health and social care

For A1, a short- taught session on the application process will support learners' understanding and introduce the topic

- Provide copies of completed application form; teacher to comment on various aspects
- Provide copies of uncompleted forms for learners to complete individually
- Learners compare forms with each other, followed by class discussion
- Taught session on writing letters of application and acceptance
- Homework could be for learners to complete a letter of application to a local health and/or social care provider

Compiling a CV:

- Teacher to provide copies of own CV as an example of the correct format
- Group work: learners to compile short CVs using case studies
- Teacher led plenary to discuss the group work
- Individual work on learner CVs with teacher support

For A2 and B3, short taught sessions will be required on communication skills to include:

- Verbal and non-verbal communication including not using slang
- Listening skills
  - Include video clips demonstrating various skills
  - Learners could work in threes, taking turns to be the speaker, the listener and the observer, to practice careful listening
- Teacher could conduct short mock interviews; provide learners with peer observation sheets to record the use of:
- Verbal communication including;
  - Clear speech
  - Not using slang or jargon
  - Appropriate paralanguage
- Non-verbal communication including:
  - Body posture
  - Appropriate use of gesture



- Eye contact
  - Use of touch
  - Facial expression
  - Use of public and personal space
  - Listening skills.
  - Group work followed by class discussion on personal and social skills
  - Teacher led class plenary on the importance of punctuality in health and social care
- For A3 learners will need to prepare for interviews and attendance at the health or social care setting
- Teacher to introduce session and provide a taught overview of preparation requirements
  - Group work on formal dress for work experience
  - Teacher led plenary on general personal appearance
  - Use video clips of soaps and television hospital dramas to demonstrate appropriate and inappropriate styles of dress
  - Learners to identify appropriate and non - appropriate appearance for different situations using paper cut-outs of individuals
  - Input from health or social care professional on the reasons for formal dress in a specific setting
  - Homework – learners could research transport arrangements for a local health or social care setting
  - Group work to produce booklets on transport arrangements
  - Supervised internet session, learners working in groups to research the role of one health and social care professional in a local setting
  - Groups feedback on information gained
  - Teacher taught session on preparing interview questions
  - Homework to produce a set of potential questions to ask the manager of a proposed work experience setting.

### **Learning aim B: Be able to demonstrate working skills relevant to health or social care settings**

Learning aim B is based around the 20 hours vocational experience in a health or social care setting. Learners will apply the class learned skills under the direction of a workplace supervisor.

For B2, learners would benefit from visits to local health or social care settings, or online access to relevant videos:

- Taught session on different types of health and social care settings
- Group work with learners using case studies to assign different individuals to different settings
- Teacher led plenary on reasons for choice of settings of vocational experience
- One to one discussion with learners on appropriateness of choices.

For B1 learners will demonstrate their working skills throughout the period of vocational experience and record their own performance in the reflective log.



- Learners will also compile evidence in their portfolios in the form of:
  - Observation Records/Witness statements by supervisors and visiting teachers
  - Punctuality
  - Regular attendance
  - Timely reporting of incidents and accidents
  - Ability to follow instructions
  - Responding to positive criticism
  - Working with others/teamworking
  - Completing tasks
  - Awareness of own and others' safety
  - Understanding of the limits of own role
  - Interaction with people who use services, e.g., health and social care staff, other adults within the setting.

### **Learning aim C: Be able to reflect on own performance relevant to health or social care settings**

Learning aim C is intended to inform learners about the process of and reasons for self-reflecting on their own performance in work experience.

- For C1 learners will benefit from taught sessions on models of self-reflection e.g., Gibbs, Johns etc.
- Learners could work individually to reflect on recent situations or incidents which they were involved in, using one of the models taught
- Class discussion on reflections
- Taught session on producing developmental/progression plans
- Learners to produce individual plans for short-, medium- and long-term targets

On completion of the vocational experience period, learners could work on producing their progression plan, based on the self-reflective log and feedback from workplace supervisors and teacher observations.



## Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to all units in the BTEC International Level 2 Qualifications in Health and Social Care.

## Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International Level 2 Qualifications in Health and Social Care. Check the Pearson website at: (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

### Textbooks

Lancaster H – *BTEC Level 2 First Student Book* (Pearson Education Ltd., 27.04.2010) ISBN 9781846906817

Cape C, Ayling P, Walsh M, McAleavy J, *Preparing to Work in Adult Social Care Level 2*, (Nelson Thorne, 2012) ISBN 978-1408518120

### Videos

Short videos on different roles in health and social care, such as:

[healthandcarevideos.uk/hcp?videoId=3118](http://healthandcarevideos.uk/hcp?videoId=3118)

[bbc.co.uk/bitesize/topics/z74vkmn](http://bbc.co.uk/bitesize/topics/z74vkmn)

video on reflective listening and reflective practice, such as:

[vimeo.com/412298441](http://vimeo.com/412298441)

Short video on producing a CV/resume, such as:

[youtube.com/watch?v=CP-wWXjQ4Oo](http://youtube.com/watch?v=CP-wWXjQ4Oo)

Video clip on interviews for a care assistant role, such as:

[youtube.com/watch?v=KC5e\\_AOvvtM](http://youtube.com/watch?v=KC5e_AOvvtM)

Video clips on a variety of social care roles, such as:

[youtube.com/watch?v=zRpvJepig4o](http://youtube.com/watch?v=zRpvJepig4o)

Useful video on the role of a care worker, such as:

[youtube.com/watch?v=uSO2vKisLUY](http://youtube.com/watch?v=uSO2vKisLUY)

### Websites

Information about the importance of non-verbal communication, such as:

[skillsyouneed.com/ips/body-language.html](http://skillsyouneed.com/ips/body-language.html)

Information and tips on producing a professional CV, such as:

[bradleycv.co.uk/cv-writing-tips/cv-better-cv.htm](http://bradleycv.co.uk/cv-writing-tips/cv-better-cv.htm)

Information on communication in social care from the Skills for Care organisation, such as:

[skillsforcare.org.uk/Documents/Learning-and-development/Core-skills/Communication-skills-in-social-care.pdf](http://skillsforcare.org.uk/Documents/Learning-and-development/Core-skills/Communication-skills-in-social-care.pdf)



Article from the Nursing Times magazine on communication in healthcare, such as:

[nursingtimes.net/opinion/comment-communication-an-essential-skill-in-healthcare-01-12-2017/](https://nursingtimes.net/opinion/comment-communication-an-essential-skill-in-healthcare-01-12-2017/)

Example of an application form, such as:

[exceptional-ideas.co.uk/userfiles/ckeditor/application-form/example-application-form-v1.pdf](https://exceptional-ideas.co.uk/userfiles/ckeditor/application-form/example-application-form-v1.pdf)

Diagrams and definitions of models of self-reflection, such as:

[latrobe.libguides.com/reflectivepractice/model](https://latrobe.libguides.com/reflectivepractice/model)

Article on completing application forms, such as:

[prospects.ac.uk/careers-advice/applying-for-jobs/write-a-successful-job-application](https://prospects.ac.uk/careers-advice/applying-for-jobs/write-a-successful-job-application)

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