

Health and social care

**Level 1: Job opportunities in health and social care
(D/501/7228)**

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Disclaimer

This material is provided as an additional and optional resource for tutors and teachers to use and adapt when delivering a programme of units for their learners. For learners to achieve units within a Skilled for Life programme, it is important that every assessment criterion is assessed, fully met and noted. The resource sheets provided for each unit will enable learners to produce evidence for certain criteria. It is not envisaged that solely by completing the resource sheets, learners will fully meet all the criteria. It is the responsibility of tutors and assessors to ensure that all criteria are properly assessed and the evidence recorded appropriately.

Introduction

Our Skilled for Life resources are designed to provide you with ideas for delivering the unit content and engaging tasks and activities that will help learners work towards assessment.

The materials consist of stand-alone sheets that can be used in a range of ways to suit most situations. Whether you are working in a classroom or a less formal learning environment, with individual learners or with groups, it is hoped that you will find these sheets and the accompanying tutor guidance notes useful.

The sheets are in pdf format; they are downloadable and may be photocopied for use only within your institution. Alternatively, learners can access them on-screen – the write-in sections are interactive so that answers to activities can be recorded electronically.

Each sheet addresses one or more of the assessment criteria in the unit (A.C.s are clearly marked at the top of each page). Page 1 of each sheet provides a starter stimulus or introductory idea based around the suggested unit content in the specification; it can be used to explain key concepts, or as the basis for a discussion. You could use the stimulus to draw together key learning points and encourage learners to engage with the topic or concept from the outset. There is plenty of scope for you to introduce your own content or ideas as well.

Page 2 of each sheet includes tasks that will consolidate learners' knowledge and understanding and, in some cases, may provide evidence for assessment.

This tutor guidance document provides detailed suggestions for how to use each of the resource sheets in the unit, and includes tips and advice together with suggested extension activities, alternative ideas, useful reference sources and answers to activities where applicable.

Unit overview

This unit introduces learners to the wide range of jobs that are available within the health- and social-care sector. They will explore job roles and responsibilities for a range of different workers in the sector and find out about employment rights and responsibilities. Learners will also learn more about the qualifications and skills that are needed for different jobs in the sector before drawing up a personal action plan to help them progress into their chosen career pathway in health and social care.

Learning and teaching activities in this unit

Resource sheet 1: Choose a job

The purpose of this sheet is to introduce the learner to the wide range of job opportunities in the health- and social-care sector.

Begin by emphasising that work in this sector can be rewarding and that there are excellent opportunities available for the right people.

Lead on a brainstorming session, asking learners to give examples of jobs they already know about in the sector, then introduce the resource sheet and review the jobs on the Classifieds pages shown. Did learners think of these examples? Did they come up with examples of jobs that are not listed here? Cover any job opportunities that learners do not volunteer; for example, optician's assistant, ambulance-care assistant, pharmacy technician, personal assistants etc.

It is also important to explain that many jobs are advertised on the Internet; show learners where to look both online and in newspapers. Consider showing videos outlining job opportunities in social care; examples can be found at GOV.UK (the website is listed in the Useful resources section).

Activity 1: Who am I?

In this activity, learners will play a version of the game 'Guess who'. In order to prepare for the game, they must choose and research a job role within health and social care in order to identify the key features and responsibilities of the job. As a result of the activity, learners will be able to identify and describe a job role in health and social care.

Begin by recapping the range of jobs that have been previously explored and then introduce the activity sheet. Learners must each choose one job role to research before completing the sheet. Part 1 involves finding out more about that role – learners must be able to describe at least

five things they would do in the job. In Part 2, learners must think of questions to ask that will help them to guess the job roles chosen by other individuals.

To play the game, learners must be split into small groups. Each learner will take it in turns to be questioned by the other group members (using questions recorded in Part 2 of the activity sheet). The learner must respond to each question in turn, using the information they have gathered in their research (Part 1 of the activity sheet). The game ends when a member of the group is able to correctly identify the job role being described.

Job roles could include:

- Health care assistant
- Adult nurse
- Children's nurse
- Midwife
- Dental nurse
- Dental hygienist
- Paramedic
- Emergency call handler
- GP receptionist
- Hospital porter
- Social-care worker
- Personal assistant
- Social worker
- Counsellor
- Nursery worker
- Childminder
- Play worker
- Early-years teacher
- Hospital play worker

Resource sheet 2: Terms and conditions

The purpose of this sheet is to encourage learners to explore, in greater depth, the sort of things they may be required to do by their contract of employment in the health- and social-care sector.

Begin by showing learners the job advert on the resource sheet. Ask them to describe what it tells them about the terms and conditions of the job. Explain that information may be limited on job adverts – in a real situation they may need to find out more, perhaps by contacting the organisation.

Key speakers who are vocational experts across a wide range of health, social care and children's services could be used to offer an insight into the general terms and conditions and expectations of the role; for example, is it common to work shifts and weekends? Be sure to emphasise that the speaker can only refer to their own organisation when talking about things like pensions, pay and benefits and they may vary between employers.

Activity 2: How can you compare jobs?

In this activity, learners need to describe the terms and conditions for three jobs in health care, social care and children's services. Learners can work individually or in small groups to complete the activity sheet.

You will need to provide newspapers, journals and/or Internet access to allow learners to research available jobs in these sectors. Learners must choose one job advert in each of these sectors and complete the activity sheet using information from the job advert or description.



As an extension activity, learners could be asked to use a dictionary to define key words that they are likely to see recurring on job adverts:

- Salary
- Pension
- Bonus
- Annual leave
- Flexitime

Learners can take all the words or one word each. They should be prepared to explain what the word means to the rest of the group.

Resource sheet 3: Skills for the job

The purpose of this sheet is to encourage learners to explore the skills and qualifications they may need for specific jobs in health and social care.

Begin by focusing on a specific role – for example, a residential-care worker – and give an overview of the sort of work they do. Explain that they will need to have a range of skills [you may need to recap the meaning of the term 'skills'].

Distribute the resource sheet and review the individual skills on the notepad. Do learners agree that these are necessary skills for the industry? Can they explain why these skills are important? Space has been left on the image for learners to add any examples of additional skills they feel are important.

Explain that some jobs will require specific qualifications; for example, a Level 3 Diploma in Health and Social Care, which can usually be completed in the workplace. You may wish to provide an overview of the qualifications available in health care, social care and children's services and explain the progression routes from their current qualification.

Activity 3: What do I need?

In this activity, learners will revisit the three jobs they identified in Activity 2 and extend their research to cover the qualifications, skills and qualities (what sort of person they need to be) that are necessary for each job.

You will need to provide newspapers, journals and/or Internet access to allow learners to research their chosen jobs. For each job, learners must record their findings in the space provided on the activity sheet. If required, provide extra sheets of blank paper on which learners can write their notes.

Resource sheet 4: Don't leave it to chance!

The purpose of this sheet is to encourage learners to recognise that there is preparation work they can do to enable them to get the job that they want in health and social care. The sheet shows the game of snakes and ladders. Here it acts as a metaphor to help them understand that there are things they can do or not do that will help and/or hinder their route to their chosen job.

Start by explaining to learners that when pursuing a job there are things they can do to help their progress and things that may slow them down. Stress that it is important to recognise what they can do to give themselves the best possible chance of getting the job that they want.

The image on the resource sheet is designed to act as a stimulus for discussion. It contains examples of things that can help – such as getting the right qualification – and things that can block progress – such as failing to compile a CV. Learners should be encouraged to think of further examples of both; for example, the impact of poor attendance at college or the benefits of visiting the job centre. These examples should be captured on a board.

Activity 4: How can I get the job I want?

In this activity, learners will create a plan to help them progress to their chosen job in the health- and social-care sector.

Part 1 is a self-exploration activity for the individual learner. Learners are encouraged to think deeply about their interests, qualities and skill sets,

to help them identify the job that is right for them. For this to be of value, it requires careful thought and time and should not be rushed. Some learners may find it difficult to complete the table; support and guidance should be offered as required.

Part 2 encourages learners to identify where they can find information about available jobs. Learners may need advice about where to start; for example, a careers advisor, tutor, newspaper or online sources. There may be other specific and/or local job-seeking information that you can provide.

In Part 3, learners need to consolidate their work on this unit and draw up two short-term and one long-term goal to help them achieve their chosen job. The plan includes space for information about what they are going to do to achieve their goal and when they will achieve it by. The final column is for ongoing review as they work to achieve their objectives. The plan should be easy to follow, with achievable targets, and must be reviewed regularly. It should be completed and agreed with the learner. You may need to write it up for them following a one-to-one discussion.



As an extension activity, learners could build on their plan to include feedback from other individuals, such as friends and family. Explain to the group that people who are close to us may see us differently to the way we see ourselves and that these people can often provide useful insights. Ask learners to approach a friend or family member with the following questions:

1. What do you think I am good at?
2. What do you think I could be better at?
3. Why do you like being my friend/brother/sister/mother/etc?

Learners should record the answers they receive in note form and consider the feedback against the following questions:

1. How surprised was I by the answers?
2. Would I change my development plan in light of this feedback? If so, how?

Useful resources

- Local newspapers
- Sector-specific journals
- Internet

Websites

- <http://www.gov.uk/browse/working/> – Advice for young people on working, jobs and pensions
- www.healthcareernet.co.uk – Source of advice on jobs available in the health sector
- www.learndirect.co.uk – Source of advice on developing skills and careers
- www.nhscareers.nhs.uk – Source of advice on jobs available in the NHS
- www.skillsforcare.org.uk – Department of health website; a source of advice on health and social care careers

Answers to activities

Activity 1: Who am I?

Learner's own answer.

Activity 2: How can you compare jobs?

Learner's own answer. Information will be specific to the adverts to which the learner refers.

Activity 3: What do I need?

Learner's own answer. Answers will depend on information they have researched. Entry qualifications may differ; some will offer on the job training, some will require completion of an induction to health and social care within six months, others may offer a work-based diploma in Health and Social Care.

Skills may include communication such as listening, written skills and language, computer skills or number skills.

Qualities may include being:

- kind
- caring
- organised
- positive
- reliable.

Activity 4: How can I get the job I want?

Learner's own answer.

Each individual learner's journey will be different.