



Scottish Further Education Unit

Skills for Work: Health and Social Care Higher

Course Guidance and Employability Skills



Support Material

June 2007

 scotland's colleges

Acknowledgements

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Health and Social Care (Higher)

C245 12

Introduction

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Further information regarding this Course including Unit Specifications, National Assessment Bank materials, Centre Approval and certification can be obtained from:

The Scottish Qualifications Authority
Optima Building
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G2 8DQ

Website: www.sqa.org.uk

Class Sets

Class sets of this pack may be purchased direct from the printer. Costs are dependent on the size of the pack and the number of copies. Please contact:

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How to Use this Pack

This Course Guidance pack has been prepared to help tutors deliver and assess the *Health and Social Care Higher* Course. The pack is aimed at course teams and individual Unit tutors. It has two main purposes:

- To provide information which will assist course teams in developing an induction programme for candidates embarking on the Course.
- To provide guidance on integrating employability skills throughout the other component units of the Course.

None of the material in this pack is mandatory. Rather, it is intended as a guide and an aid to delivery of the course and integration of employability skills. It aims to provide centres with a flexible set of materials and activities which can be selected, adapted and used in whatever way suits individual circumstances. It may also be a useful supplement to tried and tested materials and approaches that you have developed yourself. The pack is available on the SFEU website in Word format to enable you to customise it to your suit your own needs.

The **Reference Material Section** contains an introduction to Skills for Work which explains the importance of employability as the underpinning theme of the course, the rationale for the course as a whole and the Employability Skills Profile, showing where the specified employability skills and attitudes can be evidenced and assessed throughout the Course.

The **Tutor Support Section** contains advice on learning and teaching with under-16s. This is guidance provided in all Skills for Work courses and although this Higher course is more likely to be taken by older students, you may nevertheless find some of the suggestions helpful. General guidance on course delivery is also provided including essential and recommended resources.

The **Course Induction Section** contains information which may be useful when designing a Course Induction programme.

The **Employability Support Section** contains guidance on adopting a team approach to the development and integration of employability skills.

The **Student Support Section** includes employability skills support materials for students, including activities. Some of these could be included in an induction programme, while others might be used more effectively at relevant points during the Course. This Section also includes a Student Course Evaluation Sheet.

Activities are identified with the symbol:



Reference Section

What are Skills for Work Courses all about?

Skills for Work Courses are designed to help candidates to develop:

- skills and knowledge in a broad vocational area
- Core Skills
- an understanding of the workplace
- positive attitudes to learning
- skills and attitudes for employability.

A key feature of these Courses is the emphasis on **experiential learning**. This means learning through practical experience and learning by reflecting on experience.

Learning through practical experience

Teaching/learning programmes should include some or all of the following:

- learning in real or simulated workplace settings
- learning through role play activities in vocational contexts
- carrying out case study work
- planning and carrying out practical tasks and assignments.

Learning through reflecting at all stages of the experience

Teaching/learning programmes should include some or all of the following:

- preparing and planning for the experience
- taking stock throughout the experience - reviewing and adapting as necessary
- reflecting after the activity has been completed - evaluating, self-assessing and identifying learning points.

The Skills for Work Courses are also designed to provide candidates with opportunities for developing **Core Skills** and enhancing skills and attitudes for **employability**.

Core Skills

The five Core Skills are:

- Communication
- Numeracy
- Information Technology
- Problem Solving
- Working with Others

Employability

The skills and attitudes for employability, including self-employment, are outlined below:

- **generic skills/attitudes valued by employers**
 - understanding of the workplace and the employee's responsibilities, for example timekeeping, appearance, customer care
 - self-evaluation skills
 - positive attitude to learning
 - flexible approaches to solving problems
 - adaptability and positive attitude to change
 - confidence to set goals, reflect and learn from experience.

- **specific vocational skills/knowledge**

Course Specifications highlight the links to National Occupational Standards in the vocational area and identify progression opportunities

Opportunities for developing these skills and attitudes are highlighted in each of the Course and Unit Specifications. These opportunities include giving young people direct access to workplace experiences or, through partnership arrangements, providing different learning environments and experiences which simulate aspects of the workplace. These experiences might include visits, visiting speakers, role play and other practical activities.

A Curriculum for Excellence (Scottish Executive 2004) identifies aspirations for every young person. These are that they should become:

- successful learners
- confident individuals
- responsible citizens
- effective contributors.

The learning environments, the focus on experiential learning and the opportunities to develop employability and Core Skills in these Courses contribute to meeting these aspirations.

The Course in Health and Social Care (Higher)

Course Rationale

The primary target group for the Higher Health and Social Care Course is candidates who have reached an appropriate point in their secondary education although adult returners may also find it a useful stepping stone to employment or further study.

The Higher Health and Social Care Course is an introductory Course designed to equip candidates with the knowledge and skills relevant to the health and social care sectors. The NHS, local authorities, voluntary and private organisations make up these sectors and provide care to people in a variety of establishments such as nursing homes, residential homes for older people, hospitals and resource centres for people with a learning disability. The demands of both these sectors are increasing and as a result the need for health and social care professionals is also increasing. This Course has been designed to allow candidates to develop the knowledge and both generic and vocational employability skills relevant to these sectors. It has also been designed to help candidates develop an understanding of the nature of health and social care work in order that they can make informed decisions about whether or not they wish to gain employment in these sectors.

The structure of this Course has been designed to cover the essential knowledge and skills needed to go into employment or further study at further/higher education institutions. Candidates will begin by investigating who may need care, what provision is available and the roles and responsibilities of a care worker. This knowledge will give candidates a good introduction to what care work consists of. It is also essential that care workers operate from a sound ethical value base. Therefore, candidates will be investigating the principles underpinning the National Care Standards, to enable them to understand the nature and importance of such a value base if they choose to work with people in need of care. Candidates will also study, from psychology, how people develop through life and how to manage stress. This will help prepare candidates for further training or working with any service user (patient or client receiving care) in any setting. Candidates will also learn about essential procedures in relation to health and safety and carry out a risk assessment which is invaluable experience before working in health and social care establishments. They will also learn about protection issues in relation to aggressive behaviour and service users who have experienced abuse.

The emphasis throughout the Course is on experiential learning through real or simulated work settings. Candidates will, therefore, have the opportunity to learn about and practise essential generic employability skills such as working with others, good timekeeping and a positive attitude to learning. They will also be learning about and practising skills particularly valued by the health and social care sectors such as listening skills, verbal and non-verbal communication skills and planning.

The **general aims** of the Course are to:

- allow candidates to experience vocationally related learning
- provide candidates with a broad introduction to the health and social care sectors
- encourage candidates to foster a good work ethic, including timekeeping and a positive and responsible attitude to work
- provide opportunities to develop a range of Core Skills in a realistic setting
- encourage candidates to take responsibility for their own learning and development
- facilitate progression to further education or employment.

The **specific aims** of the Course are to:

- prepare candidates for work within the health and social care sectors
- help candidates to communicate effectively with a range of service users for example older people in residential care, patients in a hospital, children with a disability or people with dementia in a nursing home
- develop a caring and understanding attitude towards service users
- develop an awareness of health, safety and protection issues in health and social care settings
- develop skills of reflection and evaluating in relation to practice
- promote a positive and responsible attitude to health and social care work
- develop the skills to become a valued team member
- build candidates' confidence as they develop their own knowledge and skills
- develop essential knowledge for working with people in health and social care settings
- give candidates practical experiences in health and social care contexts and allow them to develop skills within these practical contexts.

In this Course it is important that a variety of learning environments are available to allow candidates to learn and develop skills in practical contexts. It will be important that candidates have access to, for example, real or simulated health and social care environments, work placements or visits to health and social care settings and visiting speakers. It is, therefore, important that centres delivering the Course build on existing partnerships between schools, Further Education colleges, employers and other training providers. Partnerships of this nature will allow the Course to be delivered in appropriate learning environments.

The Higher Health and Social Care Course builds on material covered in the Unit *Understanding Care Skills (Intermediate 2)* which is part of the Care (Intermediate 2) Course and builds on material covered in the Unit *Child Development and Health (Intermediate 2)* which is part of the Early Education and Childcare (Intermediate 2) Course. It also complements material covered in the Units, *Psychology for Care* and *Values and Principles in Care* which are part of the Care (Higher) Course. Unlike other Care Courses at this level it is not only developing knowledge in an experiential way, it is also developing employability skills.

The Course reflects National Occupational Standards for Health and Social Care and so helps prepare candidates to progress to:

- Scottish Vocational Qualifications (SVQs) in Health and Social Care
- further/higher education courses
- training/employment.

Employability Skills Profile

Health and Social Care (Higher)

In addition to the specific, vocational skills developed and assessed in this Course, employability skills are addressed as detailed in the table below. For the purposes of the table, the Units are referred to as A, B, C and D as indicated.

Understanding and Supporting People in Health and

Social Care Settings

= A

Care Principles and Practice

= B

Working in Health and Social Care Settings

= C

Health, Safety and Protection Issues in Care Settings

= D

Employability skill/attitude	Evidence
• positive attitude to learning	C
• verbal and non-verbal communication skills	C
• listening skills	C
• good timekeeping	C
• ability to reflect on own abilities	C
• demonstrate reliability by completing tasks	C, B, D
• respect for others	B, C, D
• ability to work on feedback from others	C
• organisational skills	A, B, C
• planning skills	A, B, C
• willingness to carry out instructions	B, C, D
• ability to work with others	B, C
• health and safety awareness	C, D
• understanding roles and responsibilities	B, C, D
• awareness of care values	A, B, C, D

Assessment evidence in all Units:

A = Case study based on Carl Roger's theory of self-concept and investigation into stress and stress management.

B = Group investigation and presentation on the National Care Standards and the production of a care plan.

C = Investigation of health and social care provision, the production of a CV for a specific job role, participating in an interview for a specific job role and candidate reviews of employability skills.

D = Closed book test on health and safety responsibilities and protecting service users, case study on managing aggressive behaviour and carrying out a risk assessment in a real or simulated health and social care setting.

Careers Scotland Support for School-College Collaboration for Scotland's Colleges in the Scottish Enterprise area



In August 2006 Careers Scotland (SE and HIE areas) received funding from Scottish Executive to support the school/college collaboration and encourage and promote vocational educational choices for pupils in schools. Following consultation each area produced a local action plan outlining how they intended taking forward key activities. Careers Scotland's focus is to support the career guidance needs of all S2-5 pupils involved in the opportunities which school/college collaboration brings, supporting them to make vocational educational choices, and with particular consideration for those young people at risk of becoming not engaged in employment education or training.

Skills for Work (SfW) courses are a key aspect of enhanced school/college collaboration and Careers Scotland has an important role in selection and recruitment and pre-entry career guidance, as well as ongoing support and pre-exit career guidance, to ensure the pupils' experience of SfW is capitalised upon in any future career planning. Careers Scotland also supports the career guidance needs of pupils involved in other vocational/pre-vocational programmes where relevant. Career Box delivery is a valuable tool in helping meet the needs of school pupils and lessons reflect options available within colleges; both at school and post school.

Careers Scotland activity takes place at local and national levels. This may involve a combination of any of the following services which can be tailored to local needs:

- awareness raising of Skills for Work courses (and other vocational programmes where relevant) – for pupils, teachers and parents - demonstrating how these educational choices have implications for future career options, and support the achievement of future career goals
- careers guidance support for individuals and groups, before, during and after involvement in SfW courses, resulting in better informed career decisions and effective transitions
- providing support for pupils who have been unsuccessful in attaining a place on a SfW course
- providing transitional skills development for those completing SfW courses
- capacity building through relevant shared CPD events, for Careers Scotland staff, teachers and college lecturers
- capacity building through the development of resources to support pupils, parents or teachers
- delivery of relevant Career Box lessons, where appropriate

- making connections with other existing support for pupils
- participation in local planning and management arrangements
- contributing to local and national discussions on provision and strategic development
- capturing good practice and evaluating effectiveness, using the community of practice site on our website (www.careers-scotland.org.uk) and sharing successes and concerns

In addition there are opportunities for developmental activities which can help to take forward CPD, good practice, resource development and learning opportunities for Skills for Work for young people, teachers, college lecturers, parents, Careers Scotland Advisers and employers.

For further information on Careers Scotland (SE)'s involvement in school/college collaboration in your college, please get in touch with one of our Careers Scotland Regional contacts:

South East Region (Edinburgh and Lothians; Forth Valley; Borders)

Stephen Benwell 01786 452043 stephen.benwell@careers-scotland.org.uk

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Tutor Support Section

Introduction

The Course introduces students to the nature of health and social care work. It includes investigating the types of health and social care establishments that are available and the roles of care workers in these settings. Students will also be investigating the principles of good care practice and exploring what constitutes day-to-day care work, for example identifying people's needs and strengths and how care workers try to meet those needs through care plans.

Health, safety and protection issues are important within health and social care settings. Therefore students will explore these issues and some practical approaches to dealing with them. Using the insights of psychology they will also explore how to support service users in an informed way. This will include a study of how people develop, how to help raise self-esteem and how to help service users manage their stress. This will help students to become flexible health and social care workers if they decide to pursue a career in this sector. In preparation for such a career, students will also learn how to prepare a Curriculum Vitae, how to prepare for an interview and how to conduct themselves in a job interview.

Central to the Course is developing the attitudes and skills necessary for effective work in health and social care settings. These are embedded in the different Units giving students the opportunity to practise and develop throughout the Course. Students will have the opportunity to develop their skills through work placements or simulation exercises, investigation and group work. They will be involved in evaluating their own skills, setting themselves personal goals and reviewing their progress during the Course.

The Units of the Course have been designed to be delivered in an integrated way and guidance on the recommended sequence of course delivery is given in the pack.

Learning and Teaching with Under 16s

Scotland's Colleges have made significant progress in meeting the needs of young learners. Our knowledge of the learning process has increased significantly and provides a range of strategies and approaches which gives us a clear steer on how lecturers can add to their skill repertoire. Lecturers can, and do, provide a stable learning environment where young students develop a sense of self-respect, learn from appropriate role models and see an opportunity to progress. There are basic enabling skills for practical application which can further develop the learning process for this group of students. So what are the characteristics of effective learning and teaching which will help to engage young learners?

Ten ways to improve the learning process for under 16s

(This list is not exhaustive!)

1. **Activate prior knowledge and learning** – ascertain what the learner knows already and teach accordingly. Young people do have life experience but it is more limited than adult learners and they may not always be aware of how it will assist them in their current learning.

Tips - Question and answer; Quick Quiz; Quick diagnostic assessment on computer; present key words from the course or unit and see how many they recognise or know something about.

2. **Tune learners into the Big Picture** – the tutor knows the curriculum inside out and why each lesson follows a sequence, however the young learner does not have this information and is re-assured by being given the Big Picture.

Tips – Mind map or concept map; use visuals, for example wall displays of diagrams, photographs, flow charts; explain the learning outcomes in language they will understand; We Are Learning Today (WALT) targets and What I'm Looking For (WILF) targets; give clear and visible success criteria for tasks.

3. **Use Advance Organisers** – these are lists of the key concept words that are part of the course or unit.

Tip – Highlight on any text the concept words that you will be using; make a visible list and put it on display – concept words can be struck off or referred to as they occur (NB this helps with spelling and independent learning as they do not have to keep checking meaning); highlight essential learning and action points.

4. **Vary the teaching approaches.** The two main approaches are instructing and demonstrating, however try to provide opportunities to facilitate learning.

Tips – Ask students what they know now that they did not know before, or what they can do now they could not do before, at appropriate points in the lesson or teaching block; ensure there are problem solving activities that can

be done individually or in groups; ask students to demonstrate what they have learned; use a range of question and answer techniques that allow participation and dialogue, eg. provide hints and cues so that they can arrive at answers themselves.

5. **Preview and review of learning.** This helps to embed previous learning and listening skills and provides another opportunity to elicit learner understanding. Consolidates and reinforces learning.

Tips – At the beginning of each lesson, or session, review previous learning and preview what is coming up; at the end of each lesson or session, review what has taken place and what will be focussed on next time – these can both be done through question and answer, quizzes and mind mapping activities.

6. **Language in the learning environment.** Do not assume that the language which is used in the learning environment is always understood by young learners, some words may be familiar but do not have the same meaning when used vocationally.

Tips - At appropriate points ask students what words mean; explore the various meanings of words to find out if they may have come across this language in another context; by looking at the structure and meaning of words there is an opportunity for dialogue about learning and to build vocabulary.

7. **Giving instructions in the learning environment.** This is one of the most difficult tasks a tutor has to do whatever the curriculum area. With young learners this may have to be repeated several times.

Tips – Ask a student to repeat back what you have asked them to do before beginning a task; ask them to explain the task to one of their peers; use the KISS principle – Keep It Short and Simple so that they can absorb and process the information.

8. **Effective feedback.** Feedback is very important for the learner to assess their progress and to see how and what they can improve. Provide opportunities to engage in dialogue about the learning function of assessment – provide details of the learner’s strengths and development needs either in written or spoken form. With younger learners identifying one or two areas for development is sufficient along with acknowledgement of what has been done well.

Essentially, learners are helped by being given a **specific** explanation of how work can be improved. You can also use summative assessment formatively, ie. as an opportunity to identify strengths, development needs and how to improve.

Tips – Ask students themselves to identify their own strengths and development needs – self evaluation; peer evaluation of work can be successful once they have been taught how to do it; the tutor can produce a piece of work and ask students to assess it anonymously; have a discussion about the success criteria for the task and ensure the students are clear about

them; allow learners to set criteria for success and then measure their achievements against these.

- 9. Managing the learning behaviour.** Under 16s are coming into Scotland's Colleges and training establishments from largely structured and routine-driven environments in schools and early feedback from those undertaking Skills for Work courses indicates that they very much enjoy the different learning environment that colleges and other training providers offer. Remember though that these are still young learners. They will still expect tutors to provide structure and routine, and will perform best in a calm, orderly learning environment. Young students will respond to firm, fair, and consistent management. Such routines have to be established quickly and constantly reinforced.

Tips - Health and safety is non-negotiable and consequences of non-compliance with the regulations should be made clear and adhered to at all times; set out your expectations from day one and provide a consistent message; have clear beginnings, middles and endings for each session; be a positive role model for your students, ie. be there before they are and manage the learners with respect; always deliver what you promise; build up good relationships and get to know the learners, make the curriculum interesting and stress the relevance of the learning; set up a positive behaviour management system. By following these guidelines you will build up two-way respect, which, while sometimes challenging to achieve, can be very powerful and work to everyone's benefit.

- 10. Care and welfare issues.** School/college partnerships mean increasing numbers of young learners in college. Tutors have to be aware of their professional responsibilities and mindful of young people's rights. However tutors have rights too, in terms of feeling safe and secure in working with young people and there are basic steps staff can take to minimise risks. It is essential that colleges ensure that tutors have a working knowledge of the Child Protection policies (local authority and college documentation) and follow procedures and policies diligently. School/College Liaison Officers will be familiar with these documents and can provide support and advice. There are also training sessions on Child Protection available from SFEU (see the following page).

Tips - Avoid one-to-one situations with young students in a closed area; do not do or say anything that could be misinterpreted; if the opportunity arises, do some observation in schools to see and discuss how teachers use the guidelines for their own protection as well as the young person's.

Most young people are a delight to work with and they will positively enjoy the experience of learning in college. However, there will inevitably be some who are disengaged, disaffected and who have not yet had an opportunity to experience success. 'Skills for Work' is a unique educational initiative that young people can be motivated to buy into – you as the tutor are key to the success of these programmes.

Skills for Work Workshops

To take this 10 point plan forward and to add to it, you can attend one of SFEU's 'Get Skilled Up' half day workshops for tutors delivering Skills for Work Courses, when we explore further the learning process and look at a range of specific teaching and learning techniques to use with the under 16 age group. To find out when the next event is visit our website www.sfeu.ac.uk or contact the Learning Process team at SFEU on 01786 892000.

Child Protection Workshops

These are run on a regular basis by staff at SFEU in Stirling and also in colleges. For more information on these workshops please contact members of the Access and Inclusion team at www.sfeu.ac.uk or contact the team at SFEU on 01786 892000.

Recommended Sequence of Course Delivery

While the sequence of delivery of the Unit is for individual centres to decide, it would be most beneficial for centres to integrate delivery across Units. In this case, it may be helpful to begin with the investigation into care provision and roles of the care worker in the Unit *Working in Health and Social Care Settings*, followed by addressing the specific employability skills and attitudes they will have the opportunity to develop throughout the Course. If this is followed by the investigation into the National Care Standards in the Unit *Care Principles and Practice* then, students will have a good introduction to care work and the principles that underpin the work.

Following on from this, it may be helpful for students to learn about how people develop through life, development of self-concept and stress management which are covered in *Understanding and Supporting People in Health and Social Care Settings*. This will help students develop an understanding of people and their behaviour and what affects them through life, before embarking on the other areas of study. Students could then explore issues related to health, safety and protection in the Unit *Health, Safety and Protection Issues in Care Settings* before moving on to identifying how to meet people's needs through care plans in the *Care Principles and Practice* Unit. Finally, completing the Course by learning how to produce a CV and presenting themselves positively in a job interview will prepare students for the next stage beyond the Course.

Whatever sequence of delivery is followed it is important that the **employability skills** are not taught or assessed in isolation. The learning, teaching and assessment of these skills should be integrated with the learning, teaching and assessment in the other three Units of the Course. This will involve the teaching team co-ordinating the development of the employability skills. Specific exercises and assessments lend themselves well to developing specific skills. If this is mapped out at the team induction stage, students will be able to make good use of class exercises as they arise to develop their skills.

Resources

Workplace Placements

Workplace placements are not mandatory for this course. However, if they are available they will give students an invaluable experience. If students are able to attend a couple of different placements, this will give them insight into care work in a variety of settings. Placements also give students the opportunity to develop their employability skills and attitudes and learn at first hand the opinions of service-users. Workplace placements should be organised in line with college procedures and disclosure requirements.

Simulated Workplace Room

As part of the *Working in Health and Social Care Settings* Unit, students are required to carry out a basic risk assessment. Students on placements can carry this out in a real workplace setting. If this isn't the case then a simulated setting needs to be available. This could consist of, for example, a room with a bed, bedside cabinet, sink and other typical objects found in a bedroom or hospital ward. This would provide students with a realistic room setting, similar to that found in a nursing home, ward or residential home.

Visiting Speakers

Visiting speakers will be a valuable resource in this Skills for Work course. Having access to speakers from a variety of health and social care settings will expose students to a breadth of experience and knowledge.

Recommended Books

Coles, M & White C (2000) *Strategies for Studying - Successful post 16 learning*. Caryl Press. Carlisle
A useful study skills book for students.

Miller, J (ed) (2005) *Care Practice for S/NVQ 3*, Hodder Arnold. London. Good all round general text for health and social care work. Includes information on the Humanistic perspective and the work of C. Rogers.

Miller, J (2000) *Care in Practice for Higher Still*, ed Janet Miller. Hodder and Stoughton. London.
Good all round general text on Health and Social Care and provides information on the strands of development.

Miller, J and Gibb, S. (ed) (2007) *Care in Practice for Higher*, 2nd ed. Available from August 2007.
Good all round general text and includes information on cultural development.

Recommended Websites



National Learning Network
www.nln.ac.uk

A useful website with lots of interactive material for use with students.

Scottish Commission for the Regulation of Care
www.carecommission.com

Useful website incorporating the National Care Standards.

Heatherbank Museum of Social Work
www.gcal.ac.uk/heatherbank/index.html

Website for the Heatherbank Museum of Social Work providing students with a unique insight into the history of social work.

Course Induction Section

Approaches to Induction

This section contains advice on induction into the Course in Health and Social Care followed by suggestions for introductory activities for induction programmes in general.

The exact form of the Course Induction programme will depend on centres' individual circumstances e.g. location, timetabling etc. However the important point about any induction programme is that it should be lively, informative, motivating and enjoyable, with students having opportunities to interact with tutors and fellow students.

It is important that students particularly understand what is meant by employability skills in this course. It is recommended that induction allows them to explore different roles in the health and social care sector and look at the employability skills that they will be encouraged to develop as they go through the course. This will set them up for the Course in general and for a more in depth exploration of the skills when they start their studies. Student handouts and activities are provided in the Student Support Section of this pack to help introduce the students to the employability skills and general skills needed for the Course.

Centres may also choose to invite guest speakers to provide input on what it means to work in health and social care, about job prospects and to reinforce the value that employers put on specific and 'soft' employability skills. Video/DVDs, photographs and other presentational material may be used to illustrate different roles as well as good and bad working practices and attitudes.

Here are a few suggestions that you might wish to consider including in your induction programme:

- Some health and social care based activity - that's why they're here! You need to engage young learners from the word go. This will also be a good way of getting to know others on the course and of breaking the ice a bit.

Possible examples:

- Try to make students experience something of what it is like to have a sensory or mobility impairment and try and get around the college. Students go into pairs: one wears a blindfold, ear plugs or uses a wheelchair. Their partner guides them or accompanies them while exploring the college. This gives students experience of some of the difficulties many people experience with everyday activities and they gain some experience of being in the carer role.
- Another possible activity is to go into pairs and together create a life story collage. One person takes on the care worker role and asks their partner what pictures would represent their life so far. They may choose pictures that represent people, places, humorous experiences, interests etc. Together they look through magazines and create a collage which represents their life so far. The person in the care worker role asks questions about the pictures and why they have chosen them. They then

change over roles until they have both created collages. This activity helps them learn more about each other, gives them practice in asking questions and showing an interest in other people's lives. They can then present their collages to the group.

- Using some of the activities outlined on the pages headed '*Possible Induction Activities for Skills for Work Programmes*' – icebreakers, introduction to the vocational area and warm up to learning activities
- Skills for Work – what it's all about and what makes it different from other courses they might do in school.
- Employability Skills: visiting speakers or a visit could be useful here.
- Orientation – finding their way around the college/centre.
- What is expected of the student, i.e. behaviour, attendance etc.
- The Big Picture - more in depth information about what the course entails:
 - What units they will be undertaking
 - How they'll be taught and how they'll learn (doing and reviewing)
 - How long is the course
 - Who'll be responsible for delivering the course
 - Where the course is being delivered.
- Practicalities - what day(s) do they have to attend, start and finish time, lunch time, travel arrangements etc.
- Options they might have at the end of the course.
- How about another activity to finish up with and leave the students raring to go?

Possible Induction Activities for Skills for Work Courses

Most of the young people arriving in colleges or school workshops to take part in Skills for Work know about the programme, have made an informed choice to be there and are looking forward enthusiastically to trying something new. Some young learners may not be off to such a positive start but as school/college partnerships develop and improve there will be fewer in this category.

However, despite their interest and excitement, many of the students will also be anxious, unclear about what is going to happen and concerned about their ability to carry out the tasks that they will be set. Inevitably some will come with unrealistic expectations of what they will be able to do right away – cut someone's hair, build a wall, bath a baby etc. In order to manage their expectations, the induction process has to address their concerns, make clear to them what is about to happen and build very quickly on their interest and enthusiasm to engage them and develop their appetite for learning. The learning environment of a college will be very different from school but the young learner's need for a feeling of security, a sense of purpose and clear instructions about what is and is not appropriate has to be acknowledged right from the outset to ensure they can make the transition safely.

All of this is a tall order, especially in the relatively short periods of time they will spend in college so the first impressions that we create have to be strong, build communications quickly and relieve any sense of stress by involving fun and stimulating 'things to do'. The following activities are ones that have been tried and tested – and though they may not work with every individual or every group they should quickly engage, help to 'break the ice' and encourage participation and communication. For clarification the term 'ice-breaker' is used here for activities which help to introduce people who do not know each other, develop communication and create a relaxed environment. 'Warm-ups' are activities to introduce learners to the topic they are about to learn in a fun, stimulating and engaging way.

- **Ice-breakers** - Any game which involves people saying their name and other people's names, eg. ask the class to arrange themselves in a line alphabetically by their first name and find out the names of the person on either side of them. They then, in order left to right, have to call out the name of the person to their left; the last person has to remember the first person's name. Then do it again calling out the name of the person to their right.
- **Paper Aeroplanes** – each student has a piece of paper on which they write their favourite colour/food/band, something they are good at and what they would like to be able to do by the end of the course. They then make the paper into an aeroplane and come and stand in a circle, throw the aeroplanes into the centre. Each person has to pick one out (not their own) and either they, or the teacher reads it out and the owner has to identify themselves. This is a quick way to find out quite a lot about the group.

NB: Note however that any game which involves reading or writing may embarrass people who do not have good literacy skills so drawing pictures may sometimes be more appropriate.

- **Word Games/Quizzes/Jigsaws/ Mind Mapping** activities which can be done as a group. Each person in the group should have a role to ensure all participate, eg. time keeper, resource manager, quality manager, leader, scribe.
- **Problem Solving** – team games which require the group to solve a problem collectively, eg. in groups of 4/5 they are given 1 sheet of flipchart paper and have to work out how to cross an area of the room (one side to the other) without anyone's shoes touching the floor.

Introduction to the vocational area

Activities which allow the learners to 'have a go' at a task related to the vocational area and also encourage communication and participation include:

- Give students a selection of appropriate magazines and get them to make up a quick poster to show what they think working in the vocational area is all about.
- Using photos/pictures/PowerPoint images of the resources, environment and tools that are used in your vocational area to create observation games, eg:
 - 'spot the difference' between two similar pictures
 - find six objects that begin with '...letter of the alphabet'
 - arrange pictures in sequence to explain a task.

Putting a time limit on the task – eg. do this in the time it takes to play 3 of their favourite music tracks – keeps the focus on the task.

- A team game to get students thinking about employability skills. Make up a selection of cards showing a variety of employability skills. The students' task is to decide which are the most important – line them up in order with the most important at the top and the least important at the bottom. (The answer doesn't matter – thinking, discussion and awareness are the goals.)
- Create a team game about getting orientated to the centre/college. Set up tasks consisting of people they need to meet, leaflets they need to collect, information they need to get. Once they have completed the tasks, get them to look at the employability skills list and check which ones they were using, and then evaluate their skills at this early stage to set them in the right direction for reflecting and evaluating.

Warm-ups to learning

- Show photos/pictures/videos of people doing the tasks common in your vocational area and describe/explain what they see happening.
- You can use the same resources to ease the way into tackling any unrealistic expectations the students might have about the course. Show pictures/video clips of people in the occupational area and have them make suggestions about what other tasks the person would have to do in their job. Give an example e.g. working as a physiotherapist may involve treating your favourite football players, but it could also be helping someone recover from a car crash. Letting them know that care work can be very emotionally demanding as well as rewarding etc.
- Encourage the students to think about the other jobs that need to be done to keep the workplace a happy and productive one and introduce the idea that these will be part of the course too, eg:
 - tidying away equipment
 - keeping the workplace safe, clean and tidy
 - helping out workmates etc.

Have them put their ideas on 'stickies' and put on a flipchart.

- Word puzzles of the key words they are learning in the vocational area, eg. word finds, anagrams, crosswords all act as warm-ups as well as re-enforcing learning.
- Team building exercises which involve some aspect of vocational resources or skills, eg:
 - build a tower which can stand unsupported for 1 minute and support a tennis ball on top using 9 sheets of newspaper, some sellotape and 6 pipe-cleaners – time limit 15 minutes
 - create a game for 5 – 7 year olds using resources from the workshop; create an advert to sell a new shampoo complete with jingle.

All of the above activities encourage aspects of communication, teamwork and problem solving which are **key employability skills**. They also help to ascertain prior knowledge, skills and attitudes and provide opportunities for observational assessment and, in addition, will hopefully give you lots of ideas on how you can adapt your Skills for Work curriculum to involve and interest learners.

To take these ideas forward and add to them, you can attend one of SFEU's 'Get Skilled Up' half day workshops for lecturers delivering Skills for Work Courses, when we explore further the learning process and look at a range of specific teaching and learning techniques to use with the under 16 age group. To find out when the next event is visit our website www.sfeu.ac.uk or contact the Learning Process team at SFEU on 01786 892000.

Induction Evaluation

	Yes	No
Was the information you were given understandable?		
Do you generally understand what the Course will cover?		
Do you now know what Employability Skills are?		
Do you know how Skills for Work Courses are different from other courses?		
Do you have an idea of what will be expected of you?		
Did you enjoy the Induction?		
Add any comments you would like to make, e.g. anything you would have preferred was different or anything you particularly liked.		

Employability Support Section

Adopting a Team Approach to Employability Skills

Integration of employability skills throughout the Course is most effectively achieved when the tutors delivering and assessing the Course work as a team.

This means that the Course team must meet prior to and regularly during the Course to discuss issues such as:

- where to highlight, develop and generate evidence for employability skills
- how effectively employability skills are being integrated into Course delivery and assessment
- student progress in developing self-evaluation skills
- when reviews take place and by whom and in what context etc.

For integration to be successful it is important that the team have a common understanding of what is meant by **employability skills** in the context of the Course, and that team members adopt a consistent and transparent approach to the delivery and assessment of these skills. While it's important that employability skills specific to health and social care work are highlighted during induction, equally important is the value which employers place on the generic employability skills – the idea of **transferable skills** and the fact that the Course will help them regardless of the employment area they eventually choose should be stressed.

Care work can be said to differ from many other work sectors because of its emphasis on a person's attitude. Central to working with service users is the working relationship which is based on **attitude** as well as **skill**.

This is why the employability skills for this Course include respect for people and an awareness of care values, which incorporates respecting diversity and having a non-judgemental attitude.

Helping students to develop the correct attitude can be difficult work, but if values and attitudes are challenged, explained and reinforced repeatedly throughout, then the chances are greater that students will leave with a caring and respectful approach to everyone they work alongside.

Students in the pilot phases of the Skills for Work Courses commented that one of the things they liked most was being treated with respect and like an adult by the lecturers in colleges. Students will remember how you made them feel more than what you said. Hopefully they will take these feelings of being respected with them into care work.

Guidance on Integrating Employability Skills

The employability skills should be integrated throughout the Course. The evidence requirements in relation to these skills are covered in the Unit *Working in Health and Social Care Settings*, but each Unit provides opportunities for developing the skills. Students who are given a workplace placement will have the opportunity to practise these skills in the workplace. Informing a placement supervisor of the employability skills and discussing opportunities that may arise to develop them would be invaluable.

Other opportunities for developing the skills will come in the form of assessments and class exercises. For example, the role play on assisting someone to have a more positive self-esteem in the Unit *Understanding and Supporting People in Health and Social Care Settings* can also be used to develop:

- listening skills
- verbal and non-verbal communication skills
- showing respect
- awareness of care values.

Likewise in the same Unit, students will be investigating stress. With some advance planning with the students, this could be an opportunity for them to develop (and evaluate) their planning, organisational skills and their communication and listening skills.

The key to success in integration is advanced planning and looking for appropriate opportunities.

Other possible opportunities could include:

- The group investigation and presentation into the National Care Standards in the Unit *Care Principles and Practice* provide excellent opportunities for the students to develop their verbal and non-verbal communication skills, planning, organisational skills and understanding roles and responsibilities. This could also develop their ability to work with others, demonstrate reliability by completing tasks and a positive attitude to learning.

Having completed the presentation there could be a discussion or written questionnaire on how well they carried out the whole process, which would help develop the skill of reflecting on their own abilities.

In the same Unit, students will be identifying a person's needs and completing a care plan. Again this process is an opportunity for developing their planning skills. This means the assessments for *Care Principles and Practice* not only cover the evidence requirements for that Unit, but could also cover some of the evidence requirements for the employability skills.

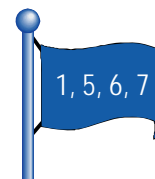
- In the Unit Working in *Health and Social Care Settings*, the students will be investigating care provision which is again an opportunity for developing planning and organisational skills. They will also be involved in preparing for and participating in a job interview which provides an opportunity for developing and evaluating their planning, verbal and non verbal communication skills and their timekeeping.
- In the Unit *Health, Safety and Protection Issues in Care Settings*, the students will be learning about health and safety procedures and carrying out a risk assessment which allows them to develop the employability skill of ‘health and safety awareness’.
- The employability skills of ‘willingness to carry out instructions’ and ‘good timekeeping’ can be developed through class exercises, research, visiting care settings or through work placements. The skill of ‘ability to work on feedback from others’ can be developed from feedback from workplace supervisors, or from tutor or peer feedback from role plays or other class exercises.

The following pages show how all 15 employability skills can be developed or assessed in the Course. More detailed information is covered in the support notes for the individual Units and especially the Unit *Working in Health and Social Care Settings*.

The table is followed by a section with student handouts and exercises, which will give students an introduction to employability skills and the methods of teaching and learning they will experience on the course. Some of these would be useful activities for induction. Students will explore the employability skills in greater detail in the Unit *Working in Health and Social Care Settings*.

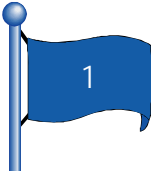

Signposting Employability Skills


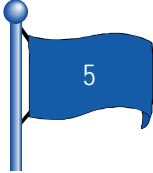
Throughout the pack there are numbered flags like the one shown here, showing which specific employability skill can be highlighted and/or assessment evidence recorded when students are busy with the various activities in the Course.

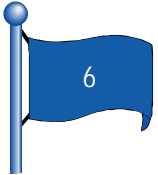



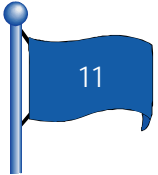
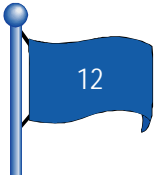
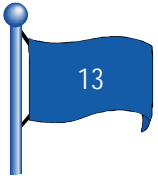
1	Positive attitude to learning	6	Demonstrate reliability by completing tasks	11	Willingness to carry out instructions
2	Verbal and non-verbal communication skills	7	Respect for others	12	Ability to work with others
3	Listening skills	8	Ability to work on feedback from others	13	Health and safety awareness
4	Good time keeping	9	Organisational skills	14	Understanding roles and responsibilities
5	Ability to reflect on own abilities	10	Planning skills	15	Awareness of care values

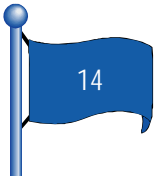

You will find or create countless opportunities to help students develop their employability skills. The following pages show some ways of going about it to get you thinking!

Employability Skills	Delivery Advice	Possible Activities/Contexts
 <p>Positive attitude to learning</p>	<p>It would be beneficial for students to themselves identify how they can show a positive attitude to learning.</p> <p>A role play with them demonstrating the opposite may be a humorous way to introduce the skill. This employability skill can be developed and demonstrated throughout all activities in all the Units.</p>	<ul style="list-style-type: none"> • Turning up for classes • Preparing for activities • Participating in discussions • Doing homework • Volunteering for activities • Participating fully in simulation exercises and role plays • Working well with fellow students
 <p>Verbal and non-verbal communication skills</p> <p>Listening skills</p>	<p>Highlighting at induction that good communication skills are central to care work would be useful.</p> <p>Students will have lots of opportunities across all the Units to practise the skills.</p> <p>Interviewing each other, role plays, exercises on asking open questions, visits, talking with service users and care workers, investigating etc. are all relevant opportunities.</p>	<ul style="list-style-type: none"> • The joint investigation and presentation in the Unit <i>Care Principles and Practice</i>. • Preparing for and participating in a job interview in the Unit <i>Working in Health and Social Care Settings</i> • The relevance of good communication and listening skills are highlighted when exploring self-esteem in the Unit <i>Understanding and Supporting People in Health and Social Care Settings</i>. • Organising visiting speakers • Visiting care establishments • Interviewing care workers or service users

		<ul style="list-style-type: none"> • In the Unit <i>Health, Safety and Protection Issues in Care Settings</i> good communication and listening skills are central to understanding how to respond supportively to aggressive behaviour or someone who may have been abused.
 <p>Good timekeeping</p>	<p>Discussing the importance of good time keeping in care work and getting the students to assess their own timekeeping abilities at the start of the Course will set them in the right direction.</p>	<ul style="list-style-type: none"> • Turning up for classes on time • Returning from break on time • Arriving on time to placements/visits • Sticking to time limits for activities
 <p>Ability to reflect on own abilities</p>	<p>Students often find reflecting and evaluating quite difficult. Reasonable time needs to be allocated to teaching the skills and providing plenty of opportunities for development.</p> <p>Getting the students to complete a reflective diary (not assessed) will help them to develop the skill on a weekly basis.</p>	<ul style="list-style-type: none"> • The Candidate Reviews in the Unit <i>Working in Health and Social Care Settings</i> are the main way students will show progress in reflecting on their abilities. • After interactions with service-users • After role plays and simulations • After investigations and presentations

 <p>Demonstrate reliability by completing tasks</p>	<p>Students need to be aware that all employers want people who are reliable – as do lecturers/teachers!!</p> <p>Highlighting that people’s lives can be at risk in care work if someone doesn’t complete tasks will reinforce its importance.</p>	<ul style="list-style-type: none"> • Placement work • When researching material • All classroom activities • Completing work as part of the joint investigation and presentation in the Unit <i>Care Principles and Practice</i>.
 <p>Organisational skills</p> <p>Planning skills</p>	<p>A student centred approach should be taken on this Course. This will help the students develop their organisational and planning skills. They will have plenty of opportunity to develop the skills in various class activities.</p>	<ul style="list-style-type: none"> • Planning their investigations in the Units <i>Understanding and Supporting People in Health and Social Care Settings</i>, <i>Care Principles and Practice</i> and <i>Working in Health and Social Care Settings</i>. • Creating a care plan in the Unit <i>Care Principles and Practice</i>. • Carrying out the risk assessment in the Unit <i>Health, Safety and Protection Issues in Care Settings</i>. • Planning out how to play roles in the role plays e.g. the self-esteem role play in the Unit <i>Understanding and Supporting People in Health and Social Care Settings</i>.

 <p>Willingness to carry out instructions</p>	<p>During induction it would be helpful for students to identify why they think this skill is important. Emphasising the fact that people’s lives may depend on it in the workplace will reinforce why it has been included.</p>	<ul style="list-style-type: none"> • During any placements or visits • During health and safety simulations and other class activities • Carrying out agreed roles for the investigation and presentation in the Unit <i>Care Principles and Practice</i>. • All group work activities
 <p>Ability to work with others</p>	<p>If the students attend a work placement, they will have the opportunity to practise this skill with care team members.</p> <p>If a placement is not available they will still have plenty of opportunity to develop the skill through presentations, role plays, group discussions and research.</p>	<ul style="list-style-type: none"> • All classroom group work activities e.g. role play on how to manage aggressive behaviour in the Unit <i>Health, Safety and Protection Issues in Care Settings</i> or ice breaker activities during induction • All placement activities • Carrying out the investigation and presentation for the Unit <i>Care Principles and Practice</i>.
 <p>Health and safety awareness</p>	<p>Students should be aware that although they will be assessed on their health and safety knowledge in the Unit <i>Health, Safety and Protection Issues in Care Settings</i>, it is important that they know the basics should they visit workplaces. They particularly need to know what they shouldn’t do without having had moving and handling training.</p> <p>The risk assessment in the above Unit can take place in a workplace setting or a simulated room in the college/school/centre.</p>	<ul style="list-style-type: none"> • Attending placements • Visits to work places • Carrying out a risk assessment in the Unit <i>Health, Safety and Protection Issues in Care Settings</i> • During role plays

 <p>Understanding roles and responsibilities</p>	<p>Understanding the roles and responsibilities will bring care work alive to students so allowing them to research this at the beginning of the Course would be useful. This will continue to be reinforced in all the other Units</p>	<ul style="list-style-type: none"> • The investigation into care provision and the roles and responsibilities of workers in the Unit <i>Working in Health and Social Care Settings</i>. • Visits to care establishments • Placement experience • Visiting speakers talking about their jobs • Case studies such as one on responding to abuse in the Unit <i>Health Safety and Protection Issues in Care Settings</i>. • The role of the worker in respect of health and safety is covered in the Unit <i>Health, Safety and Protection Issues in Care Settings</i>.
 <p>Respect for others</p> <p>Awareness of care values</p>	<p>Awareness of care values and respecting people are core to all care work. Respecting others can be developed and shown in all activities with fellow students as well as any contact with service users or care workers. Care values such as respecting diversity, giving choice, being non-judgemental etc. can be reinforced in all discussions, role plays, case studies and simulations. They should be integrated throughout and highlighted in every subject studied. Students need to be aware of care values from the start so involving them in the investigation into the National Care Standards near the beginning of the Course would be appropriate.</p>	<ul style="list-style-type: none"> • Investigation into the National Care Standards in the Unit <i>Care Principles and Practice</i>. • Highlighted in all discussions • Displayed in interactions on placements and visits • Highlighted through all class exercises such as case studies. • Demonstrated and developed through role plays. • Demonstrated and developed when working together on their investigations and presentations.

Student Support Section

What Makes This Course Different?

What makes 'Skills for Work' Courses different from other courses is that they include the employability skills that are so important for the world of work. They are also different in the way you will learn. All courses involve being taught information, but this course also involves you in:

- individual investigations
- a group investigation
- a group presentation
- practical exercises such as doing a risk assessment
- role plays
- case studies
- class exercises to develop your communication skills
- completing a CV (curriculum vitae) for a job
- participating in a job interview
- evaluating your own skills and setting personal goals
- organising visiting speakers
- interviewing people
- visiting health and social care settings
- perhaps going on workplace placements

Learning in this way means you'll be developing skills that are valued by all employers, no matter what area of work. These skills are known as transferable skills. This means you are learning skills that are transferable to many situations. If you decide not to pursue a career in health or social care, you will still have a qualification that lets employers know you have developed these important transferable skills.

Employability Skills



Employers in health and social care settings want their employees to have particular skills and attitudes. This is why, in this Course, you'll be exploring what these [skills](#) and attitudes are and developing them over the whole Course.

You will be:

- assessing yourself on the skills and attitudes
- setting goals for yourself
- practising the skills and attitudes
- [reflecting](#) on your progress
- taking account of feedback from people (tutor and each other)
- developing your skills.





Employers in all areas of work like their employees to:

- be understanding in their workplace
- act responsibly - such as being able to treat people correctly
- exercise good timekeeping
- maintain a tidy appearance
- be able to evaluate (make a judgement about) your own work and skills
- have a positive attitude to learning
- be able to solve problems in a flexible way
- have a positive attitude to change
- have the confidence to set goals, reflect and learn from experience.

These are what we call **generic employability skills**. This just means these are the skills that all employers want to see in their employees which is why all 'Skills for Work' Courses include these skills and attitudes.

Since this is a Health and Social Care course there are also specific skills and attitudes that health and social care employers want their employees to have. These are the skills and attitudes that you'll be developing during the Course and consist of:

- a positive attitude to learning
- verbal and non-verbal communication skills
- listening skills
- good timekeeping
- ability to reflect on own abilities
- demonstrate reliability by completing tasks
- respect for others
- ability to work on feedback from others
- organisational skills

- planning skills
- willingness to carry out instructions
- ability to work with others
- health and safety awareness
- understanding roles and responsibilities in the workplace
- awareness of care values.

Don't worry if they don't all make sense to you at the moment. Your tutors will be going through all of them with you as part of the Course.

The Ability to Work with Others



The ability to work with others, or 'team work', is essential in health and social care work.



Most people who work in [health](#) or [social care](#), work in some kind of a team.

In some settings, like small group homes, the teams can be small (3-4 people) but in other settings, like large nursing homes or hospitals, the teams can be large with twenty or more members sometimes split into smaller teams.

Even people who work on their own, like home care assistants, work with the family or district nurse as part of a team providing care for the person.

Working as part of a team is an essential part of working in health and social care. When a team works well together, everyone benefits.

Some of the benefits to working as part of a team are:

- People's needs are met
- Everyone knows what has to be done and all work to do it
- Service users feel secure.



Activity

Now add some benefits of your own:

Team Working continued

If everyone is to benefit in the team, each member has to do their bit to ensure the team works well.

During your *Skills for Work* course you'll be working as part of different teams:

- carrying out investigations
- planning and contributing to presentations, and
- taking part in group discussions.



This will help you build the skills you will need if you get a job in the health or social care sector or any other sector. The following exercises will help you develop the skills you'll need to work as an effective team member.

Strengths and weaknesses

As teams are made up of people and every person is different, it's possible that you won't share the same opinions and views as everyone in your team. In a team it's important to remember that everyone has different strengths and weaknesses and this is what makes a balanced team.



Activity



Think of a sports team that you admire, or a band that you like. List some of the team members and their strengths and weaknesses.

Name	Strength	Weakness

If you have chosen a band you may have noted that some members sing but don't play an instrument, whilst others may be good looking but can't dance. It is this balance of strengths and weaknesses that make a team work well, as long as we recognise what our strengths are and develop our areas of weakness. For teams to work well together each member must do their share of the work according to their strengths and support other members of the team.

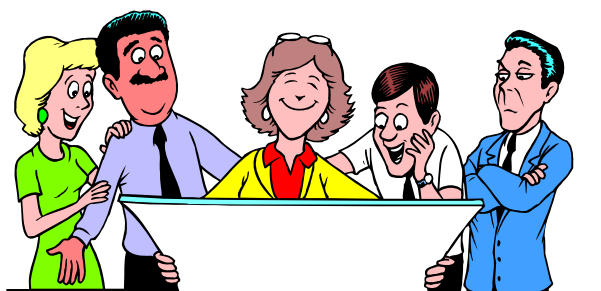
How to be a good team member

Your role in working as part of a team is building good working relationships with others. This is not the same as friendship and we may work in a team with people that we disagree with. This should be put to one side for the benefit of the team.

Working as part of a team

Here are some of the things you need to do to become a good team member:

- be on time
- avoid gossip
- contribute to team meetings
- follow instructions carefully
- ask for help
- be cheerful and enthusiastic
- share your ideas
- listen to your team mates
- acknowledge the ideas of others
- look for ways of helping other team members
- be ready to do a little more than necessary to help out
- be flexible.

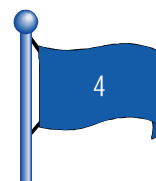




Activity

Have a look again at the list of what makes a good team member. Now tick the ones you think you are pretty good at and put a question mark next to those you may have to work on a little.

Good Timekeeping



Another important thing to consider during the Course is how you manage your **time**. Good timekeeping is one of the employability skills you'll be able to develop through attending classes on time; turning up for placements or visits on time and class activities.

Good timekeeping is important in any job. If you are regularly late you'll be considered unreliable. Being on time is particularly important in care work. If you are late you won't only be letting down fellow work mates, but also vulnerable people who are relying on you. Behind good timekeeping is good time management. If you organise your time well then you should keep to deadlines and turn up when you need to.



Time management is about being able to use your time well – this is an important part of your *Skills for Work* course as you will need to plan and time your workload carefully. If you are working as part of a team, others will be relying on you **'to deliver the goods on time'**. Your tutor/lecturer will set you deadlines for submitting work too.

In [health](#) and [social care work](#) there are many jobs to be done; - some are routine and others are longer term tasks. You need to be able to manage these tasks effectively. It is too easy to blame the lack of time for tasks not being completed.



Are you a good timekeeper? Yes/No

If your answer is No, what stops you from being a good timekeeper?

Question?

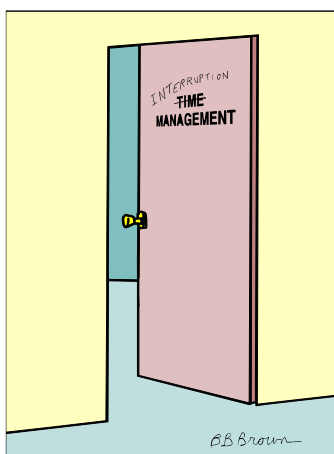
Do you manage your time well? Yes/No

If your answer is No, have a look at these pointers for good time management. Do you think you could manage these suggestions?

Tips for Good Time Management

Here are some top tips for good time management:

- Make a list of tasks that need to be done and tick them off when you have achieved them
- Break down each task into manageable chunks
- Prioritise the tasks – which ones are more important?
- Use small blocks of time to complete tasks that can be easily done
- Set aside longer blocks of time to complete larger tasks
- **Do not** put off jobs you dislike! Set yourself a target and give yourself a reward when you have achieved them.
- If you can't achieve a deadline let your team know as soon as possible and ask for help and support
- Don't waste time
- Be organised.



Having a Positive Attitude to Learning



Activity

Something all employers appreciate is employees who have a positive attitude to learning. Employers like to invest in their staff, it makes good financial sense, but they aren't going to do so unless people have a positive attitude to their work and to learning.

Everyone has something to learn when they start a new job and with most jobs nowadays that learning is ongoing, especially with constant changes in technology.

- Take a moment and think how you might show a positive attitude to learning on this Course and in a care job? Write your ideas in the space below.

- Now go into groups of about 3 or 4 and write down all your ideas on a poster size piece of paper. Discuss them and add any others you may come up with.

- Put your list on the wall. Each group in turn should explain their ideas to the class.

Suggested Answers

You may have included some of the following ideas:

- turning up for classes and activities on time
- turning up for classes and activities well prepared
- contributing to discussions
- asking questions
- submitting work on time
- being reliable
- reading up on the topics discussed
- researching information on workplaces you visit
- following instructions
- learning by observing others
- being respectful of the people you work with
- volunteering to help.

Ability to Reflect on Own Abilities



An important aspect of this Course is developing the ability to reflect on your abilities and evaluate them. That is, to make a judgement about them. This means you will often be encouraged to think about how you have done something and decide whether or not you should have done it differently.

Sometimes you'll decide how you could have done things better. On other occasions you'll decide you did things very well and will be able to say specifically how. Either way you will be learning and developing through **reflecting** and thinking.

This is what we call the skill of **self-evaluation**. It is a skill valued by all employers because it shows someone can think for themselves in any situation and can learn from it and improve.

Candidate Reviews

On this Course you will be completing **Candidate Reviews**. You'll complete 3 Candidate Reviews in total, one near the beginning of the course, one in the middle and one near the end.

The **First Review** involves you in assessing your own skills and attitudes and setting personal goals based on your assessment. You'll then practise and develop these skills over a few months.

Then for the **Second Review**, you will re-assess your skills again. You'll also at this stage get some feedback from your tutor/lecturer, workplace supervisor (if you have been on placement) and perhaps your fellow students. You'll then set new goals which you'll practise and develop over the remaining months on the Course.

At the end of the Course you will complete the **Third Review** when you evaluate the progress you have made on the employability skills.

Investigations



One of the activities you will be involved in during this Course will be **investigating**.

Investigating involves you in developing many of the employability skills mentioned before. You'll be involved in investigations on your own and as part of a group investigation.

You'll need to:

- plan out your investigations
- work with others
- carry it out
- present your findings, and
- review your investigations and presentations.

These skills are important ones that are valued by employers in every sector.

Your investigations will therefore give you opportunities to:

- practise your communication and listening skills
- develop your planning and organising skills while you carry out instructions,
- learn about your roles and responsibilities in relation to the investigations

and throughout **develop** your awareness of **care values** such as:

- showing respect,
- being non judgemental and
- respecting diversity.

Carrying out investigations involves some **planning**.

Here is a useful model to help you get organised. It's called a **SMART plan**.

Specific

..... Be **specific** about your tasks.
Know exactly what you need to do.

Measurable

..... How will you know when you have achieved your tasks? What will you have in your possession? What will you be able to see?

Achievable

..... Make sure your plan and tasks are **achievable**. Don't be too ambitious.

Relevant

..... Is your plan **relevant** or have you gone off on a tangent? Are you going to get what you need?

Time limit

..... Set a **time limit** for your plan or tasks and keep to it!

SMART is a mnemonic for:

- smart
- measurable
- achievable
- relevant
- time limit.



Activity

- Think about a personal goal, or a goal in relation to this course. For example, you may want to get fitter or be more organised. Maybe you'll decide to take up jogging, or else decide to create a weekly plan to help you become more organised. (If you decide to take up jogging you should consult a doctor first.)
- Now use the SMART plan model to map out your goal.

<p>Specific</p> <p>Be specific e.g. want to run 3 miles.</p>	
<p>Measurable</p> <p>How will you know when you achieve it? e.g. will be able to run 3 miles around the track and not be out of breath and collapse.</p>	
<p>Achievable</p> <p>Check it's achievable; e.g. are you pretty unfit and really need longer than a month!</p>	
<p>Relevant</p> <p>Is this a suitable plan/goal to go for? Would it be better if you tried something else?</p>	
<p>Time Limited</p> <p>Put a date on when you will have achieved your goal e.g. want to run 3 miles by the 1st December.</p>	

Interviews



Interviewing is a very common way of assessing people and gathering information for a variety of purposes. **Interviews** are a valuable source of information. A good interviewer can discover important details that may not be available from other methods.

As part of your *Skills or Work* course you may choose to gather information for a task by interview. You may wish to interview a service user (get permission first and in your writings use a pseudonym, i.e. give them a made-up name) or a care worker. You may interview someone during a visit or invite someone into your Centre to interview.



There can be many pitfalls to interviewing:

- Badly worded questions
- Straying away from the subject
- Missed opportunities for gathering information
- Finding ways of recording the information and interpreting it afterwards.

Types of interview

There are two types of interview:

- A **structured interview** is when all the questions are pre-prepared and adhered to by the interviewer, who is mainly looking for facts rather than discussing topics.
- A **semi-structured interview** also has a set of pre-prepared questions, but is more flexible and gives more scope to probe deeper into certain topics, should the opportunity arise, by adding questions that are not on the list.

You should choose the type of interview you are going to use depending on the type of information you want to gather.

Types of questions

Your interview should have about 5 – 10 questions and should last no more than 30 minutes. You should use a mixture of:

- **Open questions** – This type of question is used when you want to allow the respondent to give an expanded answer, e.g. How do you feel about living here? What is enjoyable about your job?
- **Closed questions** – This type of question is used when you want the respondent to give short factual answers, or yes/no type of answers e.g. Are you happy living here? Do you like working shifts?

Some of the questions ask for **facts** and others ask for the **opinion** of the person being interviewed.



Activity

Look at the following examples and decide if they are **open** or **closed** questions and which asks for **fact** or **opinion**:

Question	Type		Fact	Opinion
	Open	Closed		
1. Where did you go on holiday last year?				
2. Why did you decide to go there?				
3. Who did you go with?				
4. Did you enjoy yourself?				
5. What were the reasons you enjoyed/didn't enjoy?				
6. Did you stay in a hotel?				
7. What was it like?				
8. Would you go back there again?				
9. Did you like the food?				
10. How did you like the food?				

Answers to Activity

Question	Type		Fact	Opinion
	Open	Closed		
1. Where did you go on holiday last year?		✓	✓	
2. Why did you decide to go there?	✓			✓
3. Who did you go with?		✓	✓	
4. Did you enjoy yourself?		✓	✓	
5. What were the reasons you enjoyed/didn't enjoy?	✓			✓
6. Did you stay in a hotel?		✓	✓	
7. What was it like?	✓			✓
8. Would you go back there again?		✓	✓	
9. Did you like the food?		✓	✓	
10. How did you like the food?	✓			✓



Tips for Effective Interviewing

- ✓ Have a clear **aim** for the interview e.g. Why are you doing this interview?
- ✓ Have a general **topic** that you want to find out about.
- ✓ Before your interview, create an **interview schedule**. This should have details such as the interviewer's name and date of the interview at the top, the list of questions and space for making notes.
- ✓ Think carefully about how you **word** your questions and which **order** you are going to put them in.
- ✓ Think of an effective way of **recording** your interview. You may use tapes or a video or you may choose to make notes during the interview. If you make notes you will need a clipboard or take someone along to take notes for you. If you use a tape or video you must ask the permission of the interviewee.
- ✓ You are not there to interrogate your interviewee so **smile** and **be pleasant**. Remember people are under no obligation to speak to you and they may choose not to answer a question, which is their right. Let them know you are grateful for their help.



Course Evaluation Sheet

To help us to make the first steps of this course easier for new students, we'd be grateful if you would take a few minutes to complete and return this survey.

Course: _____ **Date:** _____

		Agree completely	Agree mostly	Disagree mostly	Disagree completely
1.	The course lived up to my expectations.				
2.	The staff were approachable, helpful and supportive.				
3.	Things seemed well organised.				
4.	I had enough practical experience.				
5.	I now have a better understanding of what employability skills are.				
6.	I now know the importance of self-evaluation and review in all aspects of my life.				
7.	I now have a good understanding of what health and social care work is all about.				
8.	I enjoyed my time on this course and feel that it is a good way to learn.				
9.	I intend to work in the health or social care sectors.				
10.	The thing(s) I liked most about the course:				
11.	The thing(s) I enjoyed least about the course:				
12.	What I think could improve the course:				

Many thanks for completing this evaluation.

Glossary of Terms used in Health and Social Care

Term	Meaning
Experiential Learning	Learning that is based on 'doing', with the student taking a lot of responsibility for their own learning. It involves practical activities and experiencing new situations. Students are actively involved in the whole learning process and they evaluate their own progress.
Service-users	Someone who uses the services of health or social care organisations; also referred to as clients.
Health care worker	Someone who works in the health care sector such as nursing assistant, nurse, physiotherapist etc.
Social care worker	Someone who works in the social care sector such as a residential care worker, day centre worker or social work assistant.
Resources	Resources are things that are necessary to carry out a task. Examples of resources include: people, equipment, information.
Self-evaluation	Self-evaluation is about making a judgement about your abilities and skills.
Skill	A skill is an ability that you have gained through practice. This course is all about developing skills.
Reflect	The ability to think back on something. In this course it means thinking back on how a situation has been handled and learning from it.



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