UN1E300

PASSPORT TO

UNIT 1: INTRODUCTION TO CAREERS

ELEMENT 3: PERSONAL SKILLS

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STUDENTS WILL:

> Be able to identify own knowledge, skills and experience
> Recognise entry requirements for job roles within the sector
> Practice and develop skills directly related to Health and Social Care
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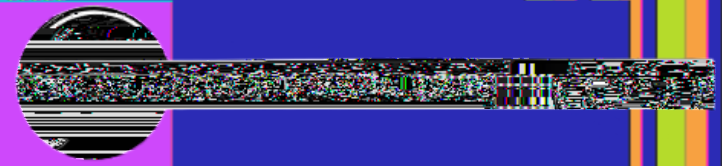
INTRODUCTION TO CARE – ELEMENT 2: JOBS IN CARE



SESSION 1:

	LEARNING OUTCOMES	DIFFERENTIATION AND RESOURCES
1. It is important to encourage every student to recognise their own skills, knowledge and experience and demonstrate how these personal skills will guide their future learning and employment. 2. Use the ômy personal skillsõ resource with students and encourage them to identify things they like about themselves, things they are good at, things that they do well. 3. To be able to understand all of their personal skills, it might be useful to use the SEND qualities poster, the personal skills poster and the skills builder poster to highlight further skills and attributes that students may possess. Extension: You may wish to complete a skills assessment with students to highlight additional skills. This could be completed by the student with your support, or by a member of staff who knows the student well. Learning styles questionnaire Discover your skills TASK VARIATION: If students struggle to identify personal skills, provide individual support and highlight their skills from your perspective, knowledge of them. HELPFUL HINT: Complete the ômy personal skillsõ resource on behalf of the		

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SESSION 2:

WHAT ARE GOOD SKILLS?

	LEARNING OUTCOMES	DIFFERENTIATION AND RESOURCES
1. Working in the Health and Social Care sector, requires certain skills and qualities. Can the students think of specific skills that they think might be important for people working in this		

SESSION 3:
JOB ENTRY REQUIREMENTS

[illegible]	LEARNING OUTCOMES	DIFFERENTIATION AND RESOURCES
1. To enter into a job or career within the Health and Social Care sector, there will be different entry requirements for the different job roles. Referring back to element 1, use the complete LMI job profiles resource to explore the different entry requirements for different job roles. 1a. Prompt the students to identify similarities between entry requirements among the job profiles. What are the common requirements? Common pathways? Do they require any further training? 2. As a group or individually, research local progression pathways within Worcestershire within the Health and Social Care sector. Look into: Apprenticeships T-Levels Supported Internships College courses (level 1, 2 and 3) Employment Work experience/volunteering Private training providers TASK VARIATION: Pre-pare the research task for the different progression pathways. Allowing students to access the information in a format that is best suited to their needs.	> Identify entry requirements for jobs within the sector > Recognise skills required > Recognise training opportunities NOCN links: > Introduction to Care D/650/0971 - Learning Outcome 3 - Learning Outcome 4	> Computer and internet access > Pens and paper > [illegible] LMI job profiles

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INTRODUCTION TO CARE – ELEMENT 2: JOBS IN CARE

SESSION 4:

	LEARNING OUTCOMES	DIFFERENTIATION AND RESOURCES
1. After completing sessions 1 - 3, the students should be aware of their own strengths, qualities and skills, as well as possible pathways options into the Health and Social Care sector, along with the next steps required. To support their progress, each student should complete the action plan with your support. 2. To begin, students should highlight their skills, prior knowledge and past experience. Then students should identify their next steps to support their progression into employment and their overall goals. You will then need to support students to identify any barriers or challenges they may face and how they will overcome those in order to meet their goals. All targets on the action plan should be SMART. Use the SMART targets resource to support in your target setting. 3. The action plan should be regularly reviewed to ensure that students are supported in their progression into further learning or employment. Depending on the individual action plans, additional sessions to develop skills may be required in alongside Passport to Health and		

SESSION 5:

[illegible]	LEARNING OUTCOMES	DIFFERENTIATION AND RESOURCES
Allow the students to look over the job description: See if they have met any of the skills through the sessions? Did they find any of the skills easy? Did they find anything difficult?		