



Accredited

**OCR LEVEL 2
CAMBRIDGE TECHNICAL
CERTIFICATE/DIPLOMA IN
HEALTH AND
SOCIAL CARE**

**VOCATIONAL EXPERIENCE IN AN
HEALTH OR SOCIAL CARE SETTING**

A/600/6876

LEVEL 2 UNIT 5

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

VOCATIONAL EXPERIENCE IN A HEALTH OR SOCIAL CARE SETTING

A/600/6876

LEVEL 2 UNIT 5

AIM OF THE UNIT

Employers are often quoted as saying that young people do not have the necessary skills required for the workplace. Young people are said to lack interview skills and the essential interpersonal skills needed to be successful and effective in the workplace. There is no doubt that there is significant competition these days for employment and this unit offers an ideal opportunity for learners to gain an insight into the job application process, along with first hand occupational experience.

By completing this unit learners are also being given the opportunity to gain a deeper understanding of their own personal and professional development in the workplace. Working professionally demands a continuous process of reflection, involving looking at practices, ideas and actions, then evaluating their effectiveness in order to make improvements. The unit will assist learners in developing an understanding of the workplace and the meaning of evidence based and reflective practice, culminating in a consideration of own strengths and areas for improvement.

PURPOSE OF THE UNIT

Many learners studying this unit will be contemplating a career in health and social care services. This unit offers learners the opportunity to demonstrate some of the knowledge and skills gained through theoretical study, by working in a health or social care setting with people who use services.

Initially learners will be supported in making the necessary preparations for the work experience in terms of completing the application process and preparing for interview. Learners will have the opportunity to develop the knowledge and skills necessary to complete the period of work experience in a health or social care setting, appreciating the professional approach and skills necessary to experience a successful placement. They will practise skills such as working as part of a team, following instructions and using interpersonal skills is essential in preparation for future employment.

Learners will also gain an appreciation of the importance of reflective practice and how it can be used to monitor and make improvements to professional performance. When working in health or social care, workers are carrying out a very important and responsible role; they have to show great sensitivity and understanding to the needs of the individuals they are working with: colleagues, relatives, other professionals and carers. In order to do this they need to be very aware of their own strengths and weaknesses. Identifying personal strengths and weaknesses will help to develop practice. This is for workers own professional development and for the benefit of people who use the service.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO) The learner will:	Pass The assessment criteria are the pass requirements for this unit. The learner can:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Be able to complete the application process for a period of work experience in a health or social care setting	P1 complete an appropriate letter of application, with an attached CV, to a local health and social care setting		
	P2 plan appropriately for an interview relating to work in health and social care		
2 Be able to complete a period of work experience in a health or social care setting	P3 carry out a period of work experience, using relevant skills, in a health or social care setting		
3 Be able to demonstrate interpersonal skills in a health or social care setting	P4 demonstrate appropriate interpersonal skills in a health or social care setting	M1 explain possible benefits of using appropriate interpersonal skills when dealing with colleagues in a health and social care setting	D1 explain how using appropriate interpersonal skills benefits health or social care service users
4 Be able to reflect on own performance in a health or social care setting	P5 complete a reflective logbook during their period of work experience in a health or social care setting	M2 identify own strengths and areas for development when working in a health or social care setting	D2 explain ways of improving own performance in a health or social care setting

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

1 Be able to complete the application process for a period of work experience in a health or social care setting

- *Methods of communicating personal information:* this relates to application procedures, completion of application forms and letters of application, acceptance or decline. Appropriate content and format, appropriate CV and use of ICT
- *Interview skills:* good interview skills include positive body language, verbal and non-verbal communication, the importance of listening, answering questions, asking questions, personal and social skills, punctuality and a positive attitude
- *Preparation for interview:* essential preparation includes telephone skills, available transport, appropriate dress codes, and general appearance. Conveying interest and asking appropriate questions. Knowledge of interview process and planning ahead. Knowledge of the setting.

2 Be able to complete a period of work experience in a health or social care setting

- *Skills for work experience:* (e.g. punctuality, regular attendance. The ability to follow instructions and respond to positive criticisms. Working well as part of a team to complete tasks. An understanding of 'duty of care', awareness of own and others' safety and understanding of the limits of own role. Correct reporting of incidents and accidents. Using a professional approach to interact with people who use services, health and social care staff and other adults within the setting)
- *Health and social care settings:* (e.g. statutory, voluntary and private setting).

3 Be able to demonstrate interpersonal skills in a health or social care setting

- *Interpersonal skills:* Verbal communication using clear speech that does not include slang or jargon, appropriate paralanguage and listening skills. Non-Verbal communication including body posture, appropriate use of gestures, eye contact; facial expression, appropriate use of touch and the recognition of personal and public space

Specific to service users

Processes (CLARIFICATION)

4 Be able to reflect on own performance in a health or social care setting

- *Own performance:* refers to the learners' personal achievements; such as skills and knowledge gained (eg. self confidence, knowledge of setting and the medical conditions or other needs of people who use services; activities undertaken; personal strengths and weaknesses with regard to the use of initiative, the ability to follow instructions and receive constructive criticism, the use of interpersonal skills)
- *Reflective practice:* (e.g. Gibbs Reflective Cycle; using reflective practice to assess performance and identify changes needed)
- *Ways of improving performance:* for example, training, observations, mentoring, feedback, research.

DELIVERY GUIDANCE

LO1 Be able to complete the application process for a period of work experience in a health or social care setting

P1 – A good starting point in delivering this unit would be to provide teaching input on the application process, primarily in relation to completing letters of applications and CVs. Use could be made of local job advertisements and the elements that should be included in an application letter, how it should be structured and the importance of spelling and grammar need to be focused on.

It would be helpful for learners to research a range of CV templates using appropriate text books or the internet. Learners could then draft their own CV and letter of application. These could be peer assessed, where the individuals of the group support one another in offering their opinions in terms of the content of the documents and clarity of information.

P2 – Following tutor-led discussion regarding the importance of planning for interview and the factors that must be considered, simulation or clips of interviews that illustrate both what can be effective and ineffective in an interview, examples could include appropriate and inappropriate dress, tone of voice, body language etc. Learners could role-play an interview with an interview panel. The role play could be videoed and then performance evaluated by individuals or the group; peer mentoring is another method that could be used. This would help to give them clear insight into how they come across to others, or may be perceived by an interviewer. Alternatively mock interviews could be held using local employers, training companies or careers advisors; with feedback provided for learners by the interviewers.

LO2 Be able to complete a period of work experience in a health or social care setting

P3 – To fulfil this criterion, learners must carry out a period of work experience. In preparation for this the group should be guided in identifying the range of skills required to work effectively in a health or social care setting. Learners could be encouraged to reflect upon their own skills in relation to the work experience, identifying potential strengths and weaknesses in relation to the type of health or social care setting in which they will be visiting. Completing a self-assessment questionnaire would be a good initial step in encouraging learners to focus on the skills that will be required. Learners should be fully prepared for the period of work experience and the production of checklists and questions to ask can be useful to achieve this.

LO3 Be able to demonstrate interpersonal skills in a health or social care setting

P4 M1 D1 – The topic of interpersonal skills could be introduced through a self-awareness exercise – what sort of skills do I have already? Learners need to understand the relevance of demonstrating appropriate interpersonal skills in health or social care settings. Following tutor guidance in defining and explaining what interpersonal skills are, the group of learners could produce a mind map relating to the interpersonal skills that are effective when working with people who use services.

Short activities could be introduced which demonstrate how essential it is to communicate clearly using appropriate language. These activities could include 'Chinese whispers' and/or the 'direction game' which involves the learners sitting back-to-back and conveying an image or picture to one another using verbal description. The person receiving the description must draw a version of what is being explained and then the learners can see the results of their verbal communication skills in terms of clarity of direction.

Clips of TV programmes such as 'One Born Every Minute' or 'Casualty' could be used to discuss with learners how practitioners use non-verbal skills, gestures and body language. The learners should then be given time to discuss and review their own interpersonal skills, this will give learners the opportunity to make adjustments or improvements where necessary.

Role play could be used to consider the effects of interpersonal skills on individuals. Learners should be encouraged to think beyond emotional effects. Role plays could be recorded and used to show the physical effects of using appropriate interpersonal skills.

LO4 Be able to reflect on own performance in a health or social care setting

P5 M2 – To fulfil these criteria, learners must complete a reflective logbook or journal for the duration of their work experience placement. Learners should either be provided with a logbook prepared by the tutor or be given guidance on the format and content. Examples can be found in the textbook 'Reflecting on and Developing Your Practice' by S. Collins which is an accessible and practical guide to keeping a reflective journal. Tutors should ensure that learners appreciate when and why it is important to enter information into the logbook and how this should be done.

D2 – To develop an understanding of reflective practice learners should be introduced to Gibbs Reflective Cycle and given the opportunity to use the cycle to reflect on an activity they have taken part in. This could be any activity at all, and could be unrelated to health and social care such as a sports event, a task done in part-time employment, charity event etc, this should help them to understand the benefits of reviewing your own work and how it helps you to take some responsibility for your own learning and development.

SUGGESTED ASSESSMENT SCENARIOS AND TASK PLUS GUIDANCE ON ASSESSING THE SUGGESTED TASKS

LO1

P1 Learners must complete an appropriate letter of application and accompanying CV to be used when applying for work in a health or social care setting.

P2 Learners must produce a plan and prepare appropriately for an interview relating to work in health and social care. They could be asked to write a plan in the form of spider diagram or a list to identify the relevant information, for example general dress and appearance, the research that should be carried out before interview, and a range of questions that may be asked by the interview panel with suggested answers.

LO2

P3 – Learners are required to complete a period of work experience in a health or social care setting. This will involve the completion of a logbook. The logbook should evidence the hours of work experience accumulated in the practical placement.

The logbook should also include:

- a diary of activities and tasks the learner has completed or taken part in
- information about safety within the setting and the learners role regarding 'duty of care'
- information about procedures for reporting incidents and accidents within the setting
- examples of when the learner has had to follow instructions
- examples of using interpersonal skills with colleagues and people who use services
- examples of the learners response to positive criticisms, eg. how they acted on feedback

Completing their reflective logbook will enable learners to maximise their experience of the placement, as well as enabling them to more easily complete tasks for LO3 and LO4.

LO3

P4 Learners must be able to demonstrate appropriate interpersonal skills in a health or social care setting. Learners should record, in their personal logbook, information about the interpersonal skills they have used during interactions with staff and people who use services. These records should be signed as witnessed by their placement supervisor. Witness statements could also be used with space for additional comment from the supervisor.

M2 D1 It is suggested that learners choose, from their logbook, two examples of interpersonal skills they used during their work experience placement. They need to describe these examples and produce a written account that explains the effectiveness of their use of appropriate interpersonal skills during interactions with colleagues and people who use services. It is recommended that the account should include two specific examples of interactions with people who use services and/or colleagues. Learners should explain how their use of skills such as: listening, positive body language and facial expression, questioning etc has affected the users of services or colleague.

LO4

P5 Learners need to take time to reflect on their own performance in a health or social care setting. Learners should be guided in completing their reflective logbook in order to record and monitor their own progress throughout the work experience.

M2 Using their reflective logbook will enable learners to maximise their experiences of the placement; learners must record in the logbook information about their performance and any personal achievements throughout their time at the setting. Self-assessment, following Gibbs Reflective Cycle, should be used to aid consideration of their experiences in order for them to identify their own strengths and areas for development when working in health and social care.

D2 Ways of improving own performance need to be explained by identifying what needs to be learnt or done, why, and how this can be achieved. Examples could be ways of improving time keeping; ways of developing confidence when speaking with work colleagues; learning a specific skill or finding out about a particular career path in health and social care and the qualifications needed. Learners will need to propose improvements or set goals.

RESOURCES

Textbooks

- Asbridge L, Lavers S, Moonie N and Scott J – *BTEC First Health and Social Care* (Heinemann, 2006) ISBN 9780435463328
- Ashton A, Haworth E, Higgins H, Lavers S, Lewis C – *BTEC First Level 2 Health and Social Care Teaching Resource Pack* (Heinemann, 2010) ISBN 9781846906718
- Burnard P, Morrison P – *Caring and Communicating* (Palgrave Macmillan, 1997) ISBN 9780333664391
- Collins S – *Effective Communication: A Workbook for Social Care Workers* (Jessica Kingsley 2009) ISBN 9781843109273
- Collins S – *Reflecting on and Developing Your Practice: A Workbook for Social Care Workers* (Jessica Kingsley 2009) ISBN 9781843109303
- Collins S – *Health and Safety: Knowledge and Skills for Social Care Workers* (Jessica Kingsley 2009) ISBN 9781843109297
- Eden S – *Society, Health and Development Level 1 Foundation Diploma* (Pearson, 2008) ISBN 9780435500900
- Haworth E and Ashton A – *Health and Social Care GCSE* (Pearson, 2009) ISBN 9781846903472
- Haworth E, Allen B, Forshaw C, Nicol D, Volbracht A and Leach J – *Society, Health and Development Level 2 Higher Diploma* (Pearson, 2008) ISBN 9780435401030
- Haworth E, Higgins H, Hoyle H, Lavers S, Lewis C – *BTEC First Level 2 Health and Social Care* (Heinemann, 2010) ISBN 978184906817
- Lavers S, Moonie N, Scott J – *BTEC First Health and Social Care* (Heinemann, 2006) ISBN 9780435463328
- Moonie N, et al – *Core Themes in Health and Social Care* (Heinemann, 2007) ISBN 9780435464257

Publications/Journals

- Community Care* Magazine
- Nursing Times* Magazine
- Local newspapers for job adverts
- Leaflet HSE – *The Right Start-Work Experience for Young People: Health and Safety Basics for Employers*. Available from www.hse.gov.uk

Websites

- www.cwdcouncil.org.uk
- www.communitycare.co.uk
- www.dh.gov.uk
- www.direct.gov.uk
- www.gsc.org.uk
- www.hse.gov.uk
- www.nmc-uk.org
- www.scie-socialcareonline.org.uk
- www.skillsforcare.org.uk
- www.skillsforhealth.org.uk
- www.u-explore.com

TV Programmes

- Casualty* BBC
- Holby City* BBC
- One Born Every Minute* Channel 4

MAPPING WITHIN THE QUALIFICATION TO THE OTHER UNITS

Unit 2: Individual Rights in Health and Social Care,

Unit 3: Individual Needs in Health and Social Care

Unit 9: Creative and Therapeutic Activities in Health and Social Care.

LINKS TO NOS

HSC21 Communicate with and complete records for individuals

- a – Work with individuals and others to identify the best forms of communication
- b – Listen and respond to individuals' questions and concerns
- c – Communicate with individuals

HSC22 Support the health and safety of yourself and individuals

- a – Carry out health and safety checks before you begin work
- b – Ensure your actions support health and safety in the place you work

HSC23 Develop your knowledge and practice

- a – Evaluate your work
- b – Use new and improved skills and knowledge in your work

HSC24 Ensure your own actions support the care, protection and well-being of individuals

- a – Relate and support individuals in the way they choose
- b – Treat people with respect and dignity



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always happy to answer questions and give advice.

Telephone **02476 851509**

Email **cambridgetechnicals@ocr.org.uk**

www.ocr.org.uk