



**PASSPORT TO  
HEALTH AND SOCIAL CARE  
UNIT 1: INTRODUCTION TO CARE  
ELEMENT 3: PERSONAL SKILLS**



# INTRODUCTION TO CARE

## ELEMENT 3: PERSONAL SKILLS

**DURATION: 5 SESSIONS**

**YEAR GROUP: KS3/4 OR 5**

### 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
- > Develop life skills
- > Develop employability skills for future employment
- > Hold employee encounters virtual and face to face
- > Acquire and develop an appropriate vocabulary in writing and spoken language
- > Listen to and understand spoken language and use spoken Standard English when appropriate

### ADDITIONAL NEEDS:

- > Teachers to differentiate according to need

### NOCN QUALIFICATION:

#### NOCN Links:

- > Introduction to Care D/650/0971
- Learning Outcome 3
- Learning Outcome 4

You can gather evidence through using teacher observation and assessment, photos and activities.

### SKILLS USED FROM SKILLS BUILDER:

- > Listening
- > Speaking
- > Problem Solving
- > Teamwork
- > Aiming High

### KEY WORDS:

- > Health and Social Care
- > Knowledge
- > Skills
- > Experience
- > Action Plan

### RESOURCES FOR ALL LESSONS:

- |   |   |
|---|---|
| > Computer and internet access            | > <b>UNIE306</b> - Skills in care             |
| > Paper and pens                          | > <b>UNIE307</b> - Action plan                |
| > <b>UNIE301</b> - My personal skills     | > <b>UNIE308</b> - SMART targets              |
| > <b>UNIE302</b> - SEND qualities poster  | > <b>UNIE309</b> - Caregivers job description |
| > <b>UNIE303</b> - Personal skills poster | <b>ADDITIONAL RESOURCE:</b>                   |
| > <b>UNIE304</b> - Skills builder poster  | > <b>P2H UNINDO6</b> - Skills builder pack    |
| > <b>UNIE305</b> - Good skills            |   |



## SESSION 1: PERSONAL SKILLS



### ACTIVITIES TO SUPPORT LEARNING

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 'my personal skills' 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.

**PMLD TASK VARIATION:** Complete the 'my personal skills' resource on behalf of the student, using photos of the student to highlight their skills. If able, record the voices of familiar people in the student's lives. Read back to student/ play voice clips and observe student's response/reaction.

### LEARNING OUTCOMES

- > Identify own skills, knowledge and experience
- > Recognise positive attributes

**NOCN links:**

- > Introduction to Care D/650/0971
- Learning Outcome 4

### DIFFERENTIATION AND RESOURCES

- > **UNIE301** - My personal skills
- > **UNIE302** - SEND qualities poster
- > **UNIE303** - Personal skills poster
- > **UNIE304** - Skills builder poster

**ADDITIONAL RESOURCE:**

- > **P2H UNIND06** - Skills builder pack



## SESSION 2: WHAT ARE GOOD SKILLS?



### ACTIVITIES TO SUPPORT LEARNING

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 sector? Both personal skills and employability skills, along with prior experience students may have.
2. As a group, pull together the suggestions from students. Are there particular skills that students repeat? Are there any skills that students haven't mentioned? It will be beneficial to discuss what would be classes as a poor skill, for example, late timekeeping, short temper etc. and why employers would be less likely to employ someone with poor skills.
3. Together as a group, complete the good skills activity, adding suggestions from the students to highlight what are good skills in the Health and Social care sector. It is important to ask all students to collaborate and input into the list and to encourage a discussion to share their thoughts and opinions.
4. After completing the good skills activity, use the skills in care resource flashcard to highlight the similarities. Again, this is a good opportunity to open up a discussion with students to share their thoughts and opinions.

**TASK VARIATION:** Depending on the needs of the students, you may wish to complete this session in very small groups.

### LEARNING OUTCOMES

- > Recognise good skills
- > Recognise poor skills
- > Understand the skills needed for people working in the Health and Social Care sector

**NOCN links:**

- > Introduction to Care D/650/0971
- Learning Outcome 4

### DIFFERENTIATION AND RESOURCES

- > Paper and pens
- > **UNIE305** - Good skills
- > **UNIE306** - Skills in care



## SESSION 3: JOB ENTRY REQUIREMENTS



### ACTIVITIES TO SUPPORT LEARNING

**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-prepare the research task for the different progression pathways. Allowing students to access the information in a format that is best suited to their needs.

### LEARNING OUTCOMES

- > 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

### DIFFERENTIATION AND RESOURCES

- > Computer and internet access
- > Pens and paper
- > **UNIE205** - LMI job profiles



## SESSION 4: ACTION PLAN



### ACTIVITIES TO SUPPORT LEARNING

**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 Social Care.

**TASK VARIATION:** The amount of targets on the action plan should be adjusted to each student's needs. All targets should be suitable and achievable. It is also important to gather the input and involvement from the student in creating and updating their action plan. There is also a KWL chart that students can use to help shape their action plan.

### LEARNING OUTCOMES

- > Identify own skills, knowledge and experience
- > Identify progression into employment

#### NOCN links:

- > Introduction to Care D/650/0971
- Learning Outcome 4

### DIFFERENTIATION AND RESOURCES

- > Pens
- > **UNIE307** - LMI job profiles
- > **UNIE308** - SMART targets



## SESSION 5: JOB DESCRIPTION EXPLORATION



### ACTIVITIES TO SUPPORT LEARNING

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?  
 Had they completed some of the tasks before?  
 See if this would be something they would like to do as a job?  
 For those that wish to, you could hold a mock interview asking questions around the skills they have learned related to the Health and Social Care sector.

Use the [Your Future Opportunities](#) job directory to search for relevant job profiles within the sector.

You might like to encourage learners to identify and look at:

- Different job roles
- Qualifications required
- Local job vacancies

### LEARNING OUTCOMES

Skill identification

Linking activity to careers and subject learning

- > Speaking
- > Listening
- > Reading

### DIFFERENTIATION AND RESOURCES

> **UNIE309** - Caregivers job description