

Guidance for learning providers delivering the pre-employment course

The learning outcomes contained within the five units represent the minimum that learners should achieve by the end of this 60 hour course. Learning providers should plan delivery of these outcomes in whatever way best meets the needs of their learners, adding additional learning outcomes and development activity as appropriate.

For example, if the course is being delivered as the vocational element of a Traineeship, training providers will need to decide how best to combine this learning with the English, maths and work preparation skills that learners will also be studying. Or, if local funding is available to support health and safety training, this could be added to the course. Or, if an employer has job vacancies that require some specialist knowledge from the outset, modules on topics such as dementia awareness or understanding learning disability could be added. Or, if the learners have specific skills gaps or barriers to employment, then the course may put much greater emphasis on Functional Skills, ESOL or general employability support.

Although this course has the same duration as other pre-employment training (60 guided learning hours in total) it doesn't include work trials and should not be delivered within two weeks on a full-time basis.

Given the nature of the learning, it is essential that learners are given time to assimilate and reflect upon their learning, and so we

recommend that the course is delivered over a period of four, five or even six weeks, with sessions timetabled according to the availability of different learner groups.

Training providers will decide how best to schedule the sessions, but some sample session plans are given on the following pages to illustrate some of the options available.

Although tutors for this Sector Route-way course will be occupationally competent, the sessions should also include direct input from people who currently provide or use social care services.

If possible, learners should get the chance to meet a range of people that can give insight into different types of care services and settings, and help them to understand the values and principles in a real work context.

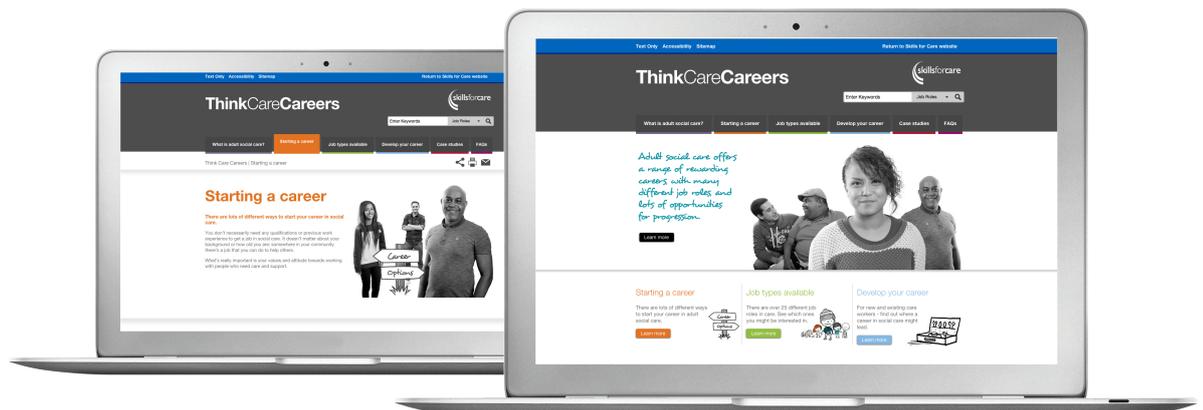
The named care-sector link from the Sector Route-way partnership should be able to help organise guest speakers such as *I Care...Ambassadors*.

Although the learning outcomes relating to generic employability skills have been grouped together into a self-assessment checklist, it is important that they are taught in an embedded way so that learners can confidently apply them in a social care workplace.

Learning providers may therefore prefer to integrate the teaching of generic employability skills into a number of other sessions.

Skills for Care has published Learning through Work, a series of learning modules that develop communication and number skills in the adult social care workplace. Each booklet is divided into segments that can be read in less than three minutes and also includes learning questions and quizzes to promote discussion. More information can be found at www.skillsforcare.org.uk/publications.

Activities should include plenty of time for learners to browse Think Care Careers which can be accessed via www.skillsforcare.org.uk/careerpathways. This could be incorporated into the sessions that explore the different types of social care job roles and settings, including personal assistants who are employed directly by people who need care and support. It could also be used for job-search activity towards the end of the course.



Sample course

Schedule A

10 x 6-hour sessions, scheduled 2 days each week over 5 weeks.
Each session runs from 9am until 5pm with a 1 hour lunch break.

Session	
1.	Introduction to the course Overview of social care using 'career pathways e-tool'
2.	Values and principles
3.	Diversity, equality and inclusion Guest speaker slot
4.	Person centred approaches Guest speaker slot
5.	Self-assessment of employability skills Action planning for further development of employability skills
6.	Roles of social care workers Guest speaker slot
7.	Recognise and respond to signs of harm or abuse
8.	Health and safety in social care settings
9.	Communication skills – theory Communication skills - practice
10.	Final assessment and agreeing next steps Job search skills and practice

Sample course

Schedule B

15 x 4-hour sessions, scheduled 3 days per week over 5 weeks.

Each session runs from 10am until 2:30pm with a half hour lunch break.

(This would be accessible to learners with responsibility for school drop-off or pick-up)

Session	
1.	Introduction to the course Overview of social care using 'career pathways e-tool'
2.	Values and principles
3.	Values and principles
4.	Diversity, equality and inclusion
5.	Diversity, equality and inclusion Guest speaker slot
6.	Person centred approaches Guest speaker slot
7.	Self-assessment of employability skills Action planning for further development of employability skills
8.	Roles of social care workers Practise using career pathways e-tool
9.	Recognise and respond to signs of harm or abuse Developing employability skills
10.	Health and safety – introduction and moving and handling Health and safety – emergencies and first aid
11.	Health and safety – infection control Communication skills – theory
12.	Communication skills – practice Communication skills – tools and techniques to overcome barriers
13.	Final assessment and agreeing next steps
14.	Developing employability skills
15.	Job search skills and practise

Sample course

Schedule C

12 x 5-hour sessions, scheduled 3 days a week over 4 weeks. Each session would run from 9:30am until 4:30pm with a 1 hour lunch break. (A week's break could be timetabled in the middle giving time to rearrange sessions if some learners drop out on completion of the introductory unit)

Session	
1.	Introduction to the course Overview of social care using 'career pathways e-tool'
2.	Values and principles
3.	Diversity, equality and inclusion Guest speaker slot
4.	Person centred approaches Guest speaker slot
5.	Practise using career pathways e-tool Self-assessment of employability skills
6.	Action planning for further development of employability skills Developing employability skills
7.	Roles of social care workers Guest speaker slot
8.	Recognise and respond to signs of harm or abuse Developing employability skills
9.	Health and safety in social care settings
10.	Communication skills – theory Communication skills - practice
11.	Summing up and review of course Final assessment and agreeing next steps
12.	Job search skills and practice Practise using 'career pathways e-tool'

Sample course

Schedule D

10 x 6-hour sessions, scheduled 1 day each week over 10 weeks as part of a Traineeship, with English, maths and work preparation sessions scheduled over 2 days each week and the remaining 2 days a week used for workplace visits/experience.

Each session runs from 9am until 5pm with a 1 hour lunch break.

Session	
1.	Introduction to the course Overview of social care using 'career pathways e-tool'
2.	Values and principles
3.	Diversity, equality and inclusion Guest speaker slot
4.	Person centred approaches Guest speaker slot
5.	Self-assessment of employability skills Action planning for further development of employability skills
6.	Roles of social care workers Guest speaker slot
7.	Recognise and respond to signs of harm or abuse
8.	Health and safety in social care settings
9.	Communication skills – theory Communication skills - practice
10.	Final assessment and agreeing next steps Job search skills and practice