

MODULES MAP (0 - 6)

NVQL3-L4 / ITQ2

Skills for the Care Sector

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MODULES MAP – Skills for the Care Sector

NVQL3-L4 / ITQ3

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MODULE 0 INTRODUCTION		MODULE 0 ITQ Tasks and Evidence
<p>Content:</p> <ul style="list-style-type: none"> ● Generic Skills Training – Methods and starting points. What are we hoping to achieve? Introducing the materials. ● Group Agreements (confidentiality, participation, all contributions valued, peer support and feedback etc) ● Study, learning and group skills ● Introducing the Learning Cycle, and Action Learning ● Self Assessment and Peer feedback 	<p>Associated paperwork</p> <p>Learning journal (<i>See Template in Module T.0 Tutor Notes</i>)</p>	<p>Operate a computer L1</p> <p>Task 1a Create a checklist in Word™ for colleagues to show how to set up and connect a computer and printer, including:</p> <ul style="list-style-type: none"> ● checking connections ● turning on the PC ready for use ● how to change sound volume or date/time settings. <p>Incorporate a simple risk assessment on the work area around the computer, and note the findings.</p> <p>Task 2 – Create a short report in Word™ on the different types of storage media, and how to save to and retrieve files from these locations</p>
<p>Relates to NVQ in Leadership and Management for Care Services (LMC) - NVQ Number 3078</p> <p>Links to LMC A1.1, self-management and self-development</p>	<p>Associated IT skills</p> <p>Keyboard skills</p> <p>Create a simple Word™ document: start an electronic learning journal</p> <p><i>(for format, see Template in Module 0 Tutor Notes)</i></p>	

MODULE 1		MODULE 1
Communicating in Person and Writing		ITQ Tasks and Evidence
<p>Content:</p> <ul style="list-style-type: none"> • Interpersonal skills: relating to colleagues, service-users and the public • Presenting yourself professionally • Communicating clearly - the five Ws • Message-taking, reporting, letter-writing 	<p>Associated paperwork</p> <p>Internal memo or email</p> <p>Simple letter</p> <p>(Continue with Learning Journal)</p>	<p>Word L2 - Task 2 (Part 1)– Create a letter to support the Individual Task in Module 1.</p> <p>Email L2</p> <p>Task 2a – Create a checklist for your organisation on the rules of ‘netiquette’ when communicating with others</p> <p><i>(for task 2b, see Module 6)</i></p>
<p>Relates to NVQ Number 3078 (LMC)</p> <p>Links to LMC A1.1</p> <ul style="list-style-type: none"> • manage and develop self - interpersonal skills (including clear, confident communication) <p>Links with LMC E1 effective communication that promotes positive outcomes for people</p> <ul style="list-style-type: none"> • E1.1 Manage effective communication 	<p>Associated IT skills</p> <p>Keyboard skills</p> <p>Creating and printing a document</p> <p>Laying out a letter (using Template if wished)</p> <p>Simple emailing</p> <p>Advanced email: creating and sending an attachment</p>	<p>Task 2h – Send an email to a colleague with a file attachment* containing documents relevant to your job role or organisation.</p> <p><i>*NB for the purposes of WVLLN Skills Module 1, this attachment can be an ordinary Word™ document.</i></p> <p>See Module 3, for attaching a zip file</p>

<p>MODULE 2</p> <p>Reporting & Recording</p>		<p>MODULE 2</p> <p>ITQ Tasks and Evidence</p>
<ul style="list-style-type: none"> • Confidentiality • Data-protection • Recording skills (facts versus opinion) • Report-writing skills (using evidence) • Information gathering 	<p>Associated paperwork</p> <p>Keyworker and patient care records</p> <p>Weekly Care Checklist</p> <p>Staff Rota</p> <p>Continue with Learning Journal</p>	<p>Spreadsheet L2</p> <p>Task 1 – Create a simple spreadsheet that will record an aspect of work that includes numerical data e.g. ordinary shifts and overtime hours worked by staff over a 3 month period</p> <p>Task 2 – Create a simple spreadsheet that lists all shift staff alphabetically, hours they work per week, whether they are part-time or full-time role, and whether they are available for overtime if required.</p>
<p>Relates to NVQ</p> <p>links with: LMC E1</p> <p>E1.3, Manage recording and reporting systems/ procedures and use effectively</p> <p>E1.2, Ensure information systems support delivery of positive outcomes</p> <p>LMC B3 (411), deal effectively with transitions and significant life events</p>	<p>Associated IT skills</p> <p>Wordprocessing: creating a folder</p> <p>Simple report writing</p> <p>Spreadsheet</p> <p>Writing a letter - House style</p> <p>Mail Merging</p>	<p>Word L2 - Task 2 (Part 2) – Create a letter that can be mail merged to all the staff-members on the rota, advising them of the changes in the rota to accommodate the new weekly staff meeting.</p>

MODULE 3 Team Skills		MODULE 3 ITQ Tasks and Evidence
<ul style="list-style-type: none"> • Teamworking and team relationships • Other professional relationships – who are the ‘Customers’? • Consulting, planning and managing a transition • Meeting protocols – notification, agenda-setting, meeting management, minute-taking 	<p>Associated paperwork</p> <p>Meeting notification</p> <p>Agenda template</p> <p>Minutes template, including Action notes</p> <p>Continue with Learning Journal</p> <hr/> <p>Associated IT skills</p> <p>Emailing: sending to a list; blind cc (confidentiality)</p> <p>Agenda template</p> <p>Minutes template</p> <p>Create and manipulate a simple table in Word™</p>	<p>Email L2</p> <p>Task 1 – Send an email detailing important information* to a group list of colleagues that you have set up in your address book. Send the email</p> <ul style="list-style-type: none"> - blind cc - with high priority - and add a signature. <p>*Eg, meeting notification with agenda attached.</p> <p>Task 2h – Send an email to an external colleague or contact with a ZIP-file attachment containing the Meeting Agenda and a separate document with directions to the meeting venue.</p>
<p>Relates to NVQ</p> <p>LMC D1, lead and manage work with networks / communities/ other professionals and organisations</p> <p>links LMC D3, lead and manage inter-professional teams</p>		

MODULE 4		MODULE 4
Rights & Responsibilities		ITQ Tasks and Evidence
<ul style="list-style-type: none"> • The importance of values • Your rights and responsibilities as an employee • Service user-awareness and rights • Introduction to the regulatory framework 	<p>Associated paperwork</p> <p>Research skills (eg checking CQC website, relevant legislation)</p> <p>Continue with Learning Journal</p>	<p>Presentations L2 You need to produce two power point presentations for this unit</p> <ul style="list-style-type: none"> • one on Equal Opportunities • one on the Social Care Regulatory Framework (See Assignment 4) <p>They should be about 10 slides long and should include an organisational house style, objects from other software e.g. a spreadsheet chart or pictures and should include animation and speaker notes.</p> <p>One of your presentations must also be saved as a slideshow as well as a presentation.</p>
<p>Relates to NVQ</p> <p>links B1 = respect, protect and promote the rights and responsibilities of people</p> <p>B1.1, regulatory framework B1.2, promote rights and responsibilities, (includes anti-discrimination/equality & diversity) B1.3, protect from harm and abuse</p> <p>A1, C1 and D1 require learner to apply principles outlined in B1</p>		

<p>MODULE 5</p> <p>Supervision, Feedback and Appraisal</p>		<p>MODULE 5</p> <p>ITQ Tasks and Evidence</p>
<ul style="list-style-type: none"> • Accountability • Supervision and feedback • SMART target-setting • Mentoring • Appraisal and Performance Review 	<p>Associated paperwork</p> <p>Review notes</p> <p>Appraisal checklist</p> <p>Continue with Learning Journal</p>	<p>Word L2</p> <p>Task 1 – Using a table, create a form template that can be amended as necessary for future use. The form should be for recording staff or client information, or some other important aspect of your job role.</p> <p>Suggestion: create a simple Staff Appraisal form, with a list of criteria against which the staff-member should be assessed, and a simple scoring system. Include space for the person’s name and role, the name of the person carrying out the assessment, and the period covered by the assessment.</p> <p>Save a completed (filled in) example of the form as well as the blank template.</p>
	<p>Associated IT skills</p> <p>Using tables</p> <p>Creating forms; version control</p>	
<p>Relates to NVQ</p> <p>covers A1.2, managing / develop workers through supervision / performance review</p> <p>links to LMC E2, implement systems that measure performance</p>		

<h2>MODULE 6</h2> <h3>Continuous Improvement</h3>		<h2>MODULE 6</h2> <h3>ITQ Tasks and Evidence</h3>
<ul style="list-style-type: none"> • Managing and developing yourself • Identifying ‘Positive Outcomes’ – (e.g. ‘enjoy, achieve, make a positive contribution’) • Managing for ‘positive outcomes’ • Risk assessment and S.W.O.T. • Project management 	<p>Associated paperwork</p> <p>Formal proposal and report-writing</p> <p>Continue with Learning Journal</p>	<p>Internet & Intranet L2</p> <p>Task 1</p> <ul style="list-style-type: none"> • Create a report in Word™ on how you have researched a topic relevant to your job or organisation using the internet. • Use different search engines to find the information and bookmark your results or save to favourites. • Email some information from the browser to a colleague. <p><i>Suggestion: you could use the written Assignment for Module 4 as the basis for this Task</i></p> <p>Task 2b</p> <ul style="list-style-type: none"> • Explain how your computer is connected to the internet. • Create a checklist/report for the use of your organisation on internet security risks, laws and guidelines <p>(For Task 2a, rules of ‘netiquette’, see Module 1)</p>
<p>Relates to NVQ</p> <p>Links to LMC A1, A1.1, manage and develop self. A1.3 lead and manage continuous improvement in the provision</p> <p>Links to LMC C1, systems procedures and practice to manage risk and comply with health and safety</p> <p>Links to LMC B4, support families, carers and others to achieve positive outcomes</p> <p>Also links to : LMC E10, ensure policies etc for conduct of workers is adhered to; E1.2, Ensure information systems support delivery of positive outcomes</p>		