

## Care Skillsbase: Skills Check 13

### Filing Records

#### Interviewer's pack

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Summary	
<b>Suitable for</b>	Administrator/office worker
<b>Skill checked</b>	Reading
<b>Covers</b>	Language and concepts associated with keeping records, alphabetical filing
<b>Learning for interviewer</b>	Can the member of staff understand written information on alphabetical filing?
<b>Learning for member of staff</b>	Importance of record-keeping, alphabetical filing
<b>Approx time needed</b>	Total: 30 minutes (15 minutes for Skills Check and 15 minutes for feedback)
<b>How it works</b>	Offers information about storing records and asks the person to complete an alphabetical filing task. Discuss the person's answers to check understanding.
<b>Notes</b>	For Part 2, the correct order is: 1. Mrs M Ashar; 2. George Byfield: drawer 1 (A-K) 3. Mrs Fiona McKay; 4. Mr P Malik; 5. Peter New: drawer 2 (L-N) 6. Erik Peocht; 7. Elizabeth Peters; 8. Betty Souza; 9. Mrs Gloria Suter: drawer 3 (O-Z)
<b>Before you start</b>	Read the <b>general guidance</b> in the <b>Skills Check</b> area of the Care Skillsbase website.

**We welcome suggestions to improve this Skills Check. Please use the contact form on our website at [www.scie.org.uk/careskillsbase](http://www.scie.org.uk/careskillsbase)**

# Understand the Job: Filing Records

Effective communication is vital in health and social care. Use this activity to learn more about the **communication skills** you will be using in your job.

First, write your name and today's date on the line below.

(First name)

(Last name)

(Date: Day-Month-Year)

.....

## 1. Did you know?

Record-keeping is vitally important to any care organisation. We are **required by law** to keep all sorts of accurate, up-to-date records. Even more important, our service users depend on it. Good quality care depends on **accurate, up-to-date information**. The care team needs to be able to access documents quickly and store them safely. A good filing system is at the heart of effective team working.

## 2. File this document

Most information is filed alphabetically. Here are some service user folders.

- Put them in alphabetical order by last name.
- Assign each folder to the correct drawer in the filing cabinet.

The diagram illustrates a filing system. On the left, a stack of folders is shown with the following names: Betty Souza, Peter New, Mrs M Ashar, Mrs Gloria Suter, Erik Peocht, Mr P Malik, George Byfield, Elizabeth Peters, and Mrs Fiona McKay. In the center, a table titled "Alphabetical order and drawer" has 10 rows for organizing the folders. On the right, a filing cabinet with three drawers is shown. The drawers are labeled: No.1 (Service user files A - K), No.2 (Service user files L - N), and No.3 (Service user files O - Z).

Alphabetical order and drawer	

<b>Feedback form</b>	Date:			
Staff member's name				
Staff member's job title				
Interviewer's name				
Interviewer's job title				
<b>1. Interviewer's view</b>	The member of staff ...	<b>No</b>	<b>Partly</b>	<b>Yes</b>
a.	Used reading skills effectively.			
b.	Understood what key words and ideas mean for their work.			
<b>2. Interviewer's reasons</b>	The member of staff ...	<b>No</b>	<b>Partly</b>	<b>Yes</b>
a.	Read the activity sheet unaided, with understanding.			
b.	Completed the activity accurately (showing good reading comprehension).			
c.	Completed the activity within the allocated time (showing ability to use written information quickly).			
d.	Demonstrated understanding of all key words and concepts.			
<b>3. Next steps to help develop skills and knowledge for the job</b>		<b>Yes</b>	<b>No</b>	
a.	Interviewer will arrange monitoring, feedback and support from a supervisor.			
b.	Interviewer and member of staff will plan personal development to improve member of staff's understanding of key social care words and ideas.			
c.	Interviewer and member of staff will plan personal development to improve member of staff's reading skills.			
<b>4. Interviewer's signature</b>	<b>Staff member's signature</b>			

*Use the other side of this sheet for notes.*

<b>Personal development form</b>	Date:	
Staff member's name		
Staff member's job title		
Interviewer's name		
Interviewer's job title		
<b>1. Learning aim: to work safely and meet quality standards, the member of staff should develop the following reading skills</b>		<b>Tick (✓) if 'yes'</b>
a. General reading skills (to understand written information quickly and accurately).		
b. Care work reading skills (to deal effectively with work-related written information).		
c. Care vocabulary (to understand key words and ideas and how they relate to the job).		
<b>2. How will the learning happen?</b>		
<b>3. What support and resources will be needed to make the learning successful?</b>		
<b>4. When will the learning happen?</b>		
<b>5. How will we know the learning has been successful?</b>		
<b>6. Progress review date</b>		
<b>7. Interviewer's signature</b>	<b>Staff member's signature</b>	