

Care Skillsbase: Skills Check 31

Your Role at Work

Interviewer's pack

Contents

- Skills Check activity (England and Wales)
- Skills Check activity (Northern Ireland)
- Feedback form
- Personal development form

Summary	
Suitable for	Care/support worker
Skill checked	Spoken communication
Covers	Language and concepts associated with the role of the social care worker
Learning for interviewer	Can the member of staff discuss the role of the social care worker with understanding?
Learning for member of staff	Purpose of the Common Induction Standards, importance of following agreed procedures, importance of record-keeping skills
Approx time needed	Total: 30 minutes (15 minutes for Skills Check and 15 minutes for feedback)
How it works	Offers information about induction standards, a problem related to following procedures and questions about record-keeping. Use it to develop a short discussion. Use the discussion to check the person's spoken communication skills.
Before you start	Read the general guidance in the Skills Check 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

Understand the Job: Your Role at Work

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?

Caring for vulnerable people is a responsible job. The Common Induction Standards (CIS) set out what care workers need to know when they start a new job. There are eight CIS. The first is called 'Role of the health and social care worker'. To meet this standard, you need to understand

- your responsibilities to the people in your care
- why it's important to follow proper procedures at work
- why it's important to work in partnership with others
- how to handle information.

2. Following proper procedures

Imagine you are working with an experienced colleague.

You begin a care task together, doing it the way your supervisor showed you.

Your colleague stops you. "Don't do it like that."

"But the supervisor told me to," you say.

"Look," your colleague says, "if we do it that way, we'll be late for Mrs Jones, which isn't fair on her.

I'll show you a much quicker way to do it. It's perfectly safe."

What would you do?

1. Thank your colleague and do it the quick way from then on ... or
2. Insist on doing it the way your supervisor showed you ... or
3. Do it your colleague's way, but ask your supervisor for advice afterwards ... or
4. Something else altogether. What?

How might your choice affect your colleague, your supervisor and the people in your care?

3. Record-keeping

Record-keeping is an essential part of care work.

Consider the records you keep in your job then answer the questions below.

1. How does your record-keeping benefit the people you care for?
2. What communication skills do you need for record-keeping?
3. How could you improve your record-keeping skills?

Understand the Job: Your Role at Work

(NI)

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(First name)

(Last name)

(Date: Day-Month-Year)

1. Did you know?

Caring for vulnerable people is a responsible job. That's why the Northern Ireland Social Care Council created induction standards in 2007. The standards set out what a worker should know, understand and be able to do within the first three to six months of a new job. There are six standards. The second is called 'Understanding the organisation and the role of the worker'. To meet this standard, you need to understand

- where you fit in your organisation and how your work helps it to deliver high-quality care
- why it's important to follow proper procedures at work
- the responsibilities and limits of your relationship with the people you care for.

2. Following proper procedures

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3. Relationships with the people we care for

Imagine one day, the person you are caring for says, "Please stay and chat for a while, dear. I'm so sad." You look at your watch. If you don't leave now, you will be late for the next person you have to help. The person sees you look at your watch and bursts into tears. "You're the only friend I've got in the world," she sobs.

What would you do?

Feedback form	Date:			
Staff member's name				
Staff member's job title				
Interviewer's name				
Interviewer's job title				
1. Interviewer's view	The member of staff ...	No	Partly	Yes
a.	Used spoken communication effectively one to one.			
b.	Understands what key words and ideas mean in relation to his/her work.			
2. Interviewer's reasons	The member of staff ...	No	Partly	Yes
a.	Expressed him/herself clearly, appropriately and with confidence.			
b.	Showed understanding of specialist care words and ideas; was able to relate them to his/her own work (care knowledge).			
c.	Spoke in a way that was easy to understand (pronunciation).			
d.	Found the words s/he wanted, or explained effectively with other words (general vocabulary).			
e.	Used clear, grammatically accurate language (grammar).			
f.	Spoke at a normal pace, without long pauses, repetition or self-correction (fluency).			
g.	Understood and responded appropriately to instructions and questions (listening).			
3. Next steps to help develop skills and knowledge for the job		Yes	No	
a.	Interviewer will arrange monitoring, feedback and support from a supervisor.			
b.	Interviewer and member of staff will plan personal development to improve staff member's understanding of key social care words and ideas.			
c.	Interviewer and member of staff will plan personal development to improve staff member's spoken communication skills.			
4. Interviewer's signature	Staff member's signature			

Use the other side of this sheet for notes.

Personal development form	Date:	
Staff member's name		
Staff member's job title		
Interviewer's name		
Interviewer's job title		
1. Learning aim: to work safely and meet quality standards, the member of staff should develop the following knowledge and skills		Tick (✓) if 'yes'
a. Speaking and listening skills: to communicate clearly and with confidence on the job.		
b. Specialist care terms: to understand and relate key words and ideas to his/her job.		
English language skills		
c. Pronunciation: to speak in a way that is easy for others to understand.		
d. General vocabulary: to be able to find the right words when talking.		
e. Grammar: to help express ideas in precise, accurate language.		
f. Fluency: to speak at a normal pace, without long pauses, repetition, self-correction.		
g. Listening comprehension: to understand questions, requests, instructions.		
2. How will the learning happen?		
3. What support and resources will be needed to make the learning successful?		
4. When will the learning happen?		
5. How will we know the learning has been successful?		
6. Progress review date:		
7. Interviewer's signature	Staff member's signature	