

## Care Skillsbase: Skills Check 38

### Health and Safety in Adult Social Care

#### Interviewer's pack

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Summary	
<b>Suitable for</b>	Care/support worker
<b>Skill checked</b>	Spoken communication
<b>Covers</b>	Language and concepts associated with health and safety
<b>Learning for interviewer</b>	Can the member of staff discuss health and safety with understanding?
<b>Learning for member of staff</b>	Language and concepts associated with health and safety, including infection control and moving and positioning
<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 and discussion questions about health and safety in general, and infection control and moving and positioning in particular. Use it to develop a short discussion. Use the discussion to check the person's spoken communication skills.
<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: Health and Safety in Adult Social Care

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?

In adult social care, we look after vulnerable people. That makes it vital to pay close attention to health and safety. To help us do this, Common Induction Standard 8 sets out what care workers must know about health and safety at work. This includes:

- your own and others' health and safety responsibilities
- risk assessments
- safe moving and positioning
- responding to accidents and sudden illness
- medication
- handling hazardous substances
- infection control
- fire safety
- security
- managing stress and
- food safety, nutrition and hydration.

This is quite a long list, but every item is really important.

## 2. Preventing the spread of infection

Care workers need to know how infections spread and what we can do to stop them.

How would you answer the questions below?

1. What types of infection might you expect to encounter in your job?
2. How do these infections normally enter the body?
3. How can we stop them? (Tip: protective clothing and safe disposal of waste often help.)
4. When might you yourself pose a risk to the people in your care?

## 3. Moving and positioning

Moving and positioning must be done safely – safely for you and for others.

How would you answer the questions below?

1. What objects might you have to move and position in your job?
2. What equipment might you have to use to move and position people?
3. What is a pressure sore and how can it be avoided?
4. What does dignity and respect have to do with moving and positioning?

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)

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## 1. Did you know?

In adult social care, we look after vulnerable people. That makes it vital to pay close attention to health and safety. To help us do this, Induction Standard 3 sets out what care workers must know about health and safety at work. This includes:

- your own and others' health and safety responsibilities
- safe moving and positioning
- responding to accidents and sudden illness
- medication
- infection control
- fire safety
- security.

This is quite a long list, but every item is really important.

## 2. Preventing the spread of infection

Care workers need to know how infections spread and what we can do to stop them.

How would you answer the questions below?

1. What types of infection might you expect to encounter in your job?
2. How do these infections normally enter the body?
3. How can we stop them? (Tip: protective clothing and safe disposal of waste often help.)
4. When might you yourself pose a risk to the people in your care?

## 3. Moving and positioning

Moving and positioning must be done safely – safely for you and for others.

How would you answer the questions below?

1. What objects might you have to move and position in your job?
2. What equipment might you have to use to move and position people?
3. What is a pressure sore and how can it be avoided?
4. What does dignity and respect have to do with moving and positioning?

<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 spoken communication effectively one to one.			
b.	Understands what key words and ideas mean in relation to his/her work.			
<b>2. Interviewer's reasons</b>	The member of staff ...	<b>No</b>	<b>Partly</b>	<b>Yes</b>
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).			
<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 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.			
<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 knowledge and skills</b>		<b>Tick (✓) if 'yes'</b>
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.		
<b>English language skills</b>		
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.		
<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>	