

Care Skillsbase: Skills Check 3

Working Together

Interviewer's pack

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Summary	
Suitable for	Care/support worker
Skill checked	Spoken communication
Covers	Language and concepts associated with the care partnership
Learning for interviewer	Can the member of staff discuss the care partnership with understanding?
Learning for member of staff	Team work and the care partnership, importance of trust and confidence
Approx time needed	Total: 30 minutes (15 minutes for Skills Check and 15 minutes for feedback)
How it works	Offers information and a diagram about the worker's place in the care partnership. Use it to develop a short discussion. Use the discussion to check the person's spoken communication skills.
Notes	Diagram in Part 1 will help the person answer questions in Parts 2 and 3. All parts will support discussion.
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: Working Together

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)

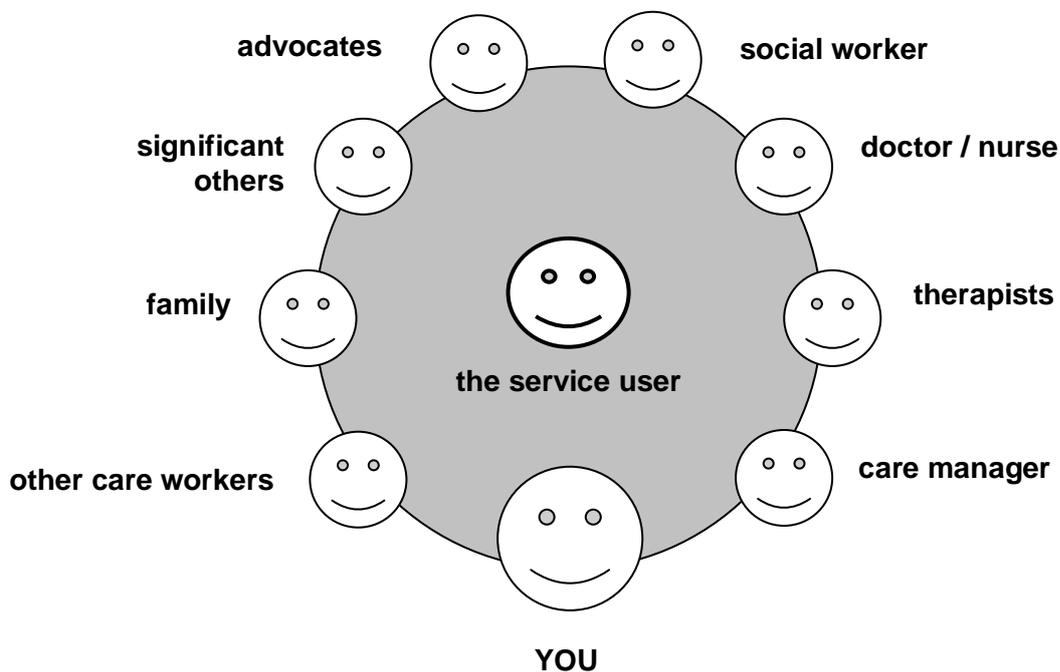
(Date: Day-Month-Year)

.....

1. Look at this

Care is done in **partnership** with others.

The care partnership



2. Now consider three questions

- What would you say was the **shared goal** of the care partnership?
- Each person in the partnership has a **role** to play. All roles are **equally** important. Is this true? Why?
- “Good **relationships** are at the heart of care.” Easy to say. What does it mean?

3. Did you know?

Here are two statements from a code of practice for care workers:

“Social care workers must strive to establish and maintain the trust and confidence of service users and carers.”

“Social care workers must uphold public trust and confidence in social care services.”

When would trust between a carer and a service user be important?

What about trust between two carers?

What might happen if the public lost confidence in our care service?

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 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 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 (for staff from other countries)		
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	