Care Skillsbase: Skills Check 4

Health and Safety Responsibilities

Interviewer's pack
Contents
• Skills Check activity for general use (England, Wales)
• Skills Check activity for general use (Northern Ireland)
• Skills Check activity for domiciliary use (England, Wales)
• Skills Check activity for domiciliary use (Northern Ireland)
• Feedback form
• Personal development form

Summary

<table>
<thead>
<tr>
<th>Suitable for</th>
<th>Care/support worker</th>
</tr>
</thead>
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<tr>
<td>Skill checked</td>
<td>Reading</td>
</tr>
<tr>
<td>Covers</td>
<td>Language and concepts associated with health and safety law, and risk assessment</td>
</tr>
<tr>
<td>Learning for interviewer</td>
<td>Can the member of staff understand written information on health and safety law and risk assessment?</td>
</tr>
<tr>
<td>Learning for member of staff</td>
<td>Health and safety law, risk assessment</td>
</tr>
<tr>
<td>Approx time needed</td>
<td>Total: 30 minutes (15 minutes for Skills Check and 15 minutes for feedback)</td>
</tr>
<tr>
<td>How it works</td>
<td>Offers information about health and safety and asks ‘tick-box’ reading comprehension questions. Discuss the person’s answers to check understanding.</td>
</tr>
<tr>
<td>Before you start</td>
<td>Read the <strong>general guidance</strong> in the <strong>Skills Check</strong> area of the Care Skillsbase website.</td>
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</tbody>
</table>

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: Health and Safety Responsibilities

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?
There are laws about safety at work. Those laws inform our policies and procedures. Workers as well as managers must know about health and safety law. Here are some laws to be aware of.

1. Health and Safety at Work Act 1974 (HASAWA)
3. Control of Substances Hazardous to Health 2002 (COSHH)
4. Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR)
5. Health and Safety (First Aid) Regulations 1981

2. Match each activity to one of the five laws
List of activities                              Tick (✓) the law that covers the activity
(a) What to do when a person falls and is hurt  1 □  2 □  3 □  4 □  5 □
(b) Use of a hoist                               1 □  2 □  3 □  4 □  5 □
(c) Using cleaning chemicals                    1 □  2 □  3 □  4 □  5 □
(d) Filling in an Accident Record               1 □  2 □  3 □  4 □  5 □
(e) Completing a risk assessment               1 □  2 □  3 □  4 □  5 □

3. Doing a risk assessment
At the heart of health and safety are risk assessments. Here are five risk assessment steps.

Step 1   Identify the hazard
Step 2   Decide who might be harmed and how
Step 3   Evaluate the risk and decide on precautions
Step 4   Record your findings and implement the precautions
Step 5   Review your assessment and update if necessary

Read this short risk assessment story.

I found a ripped carpet square in the hall. A service user, visitor or member of staff could trip over it and fall at any time. It’s a very busy area so there was a high risk of accident. I marked it with hazard tape and reported the rip to my supervisor, who sent a report to the Health and Safety manager. The carpet has been repaired now, but I’m going to check it again for wear and tear in six months.

Does the story include   Step 1 □  Step 2 □  Step 3 □  Step 4 □  Step 5 □ ?
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2. Match each activity to one of the five laws

List of activities      Tick (✔) the law that covers the activity
(a) What to do when a person falls and is hurt
         1 □  2 □  3 □  4 □  5 □
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(c) Using cleaning chemicals
         1 □  2 □  3 □  4 □  5 □
(d) Filling in an Accident Record
         1 □  2 □  3 □  4 □  5 □
(e) Completing a risk assessment
         1 □  2 □  3 □  4 □  5 □

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Does the story include Step 1 □  Step 2 □  Step 3 □  Step 4 □  Step 5 □?
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List of activities | Tick (✓) the law that covers the activity
(a)  What to do when a person falls and is hurt | 1 ☐  2 ☐  3 ☐  4 ☐  5 ☐  
(b)  Using a hoist | 1 ☐  2 ☐  3 ☐  4 ☐  5 ☐  
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(e)  Completing a risk assessment | 1 ☐  2 ☐  3 ☐  4 ☐  5 ☐  

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Read this short risk assessment story.

I found a ripped carpet in the hall. Mrs Kay or a visitor could trip over it and fall at any time. It’s just outside the toilet so there is a high risk of accident. I marked it with hazard tape and told Mrs Kay to take care. I phoned the office and reported the rip to my supervisor. It was fixed a week later.

A risk assessment review of Mrs Kay’s house is planned in six weeks.

Does the story include    Step 1 ☐  Step 2 ☐  Step 3 ☐  Step 4 ☐  Step 5 ☐ ?
Understand the Job: Health and Safety Responsibilities  For domiciliary use (NI)

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.

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(First name)               (Last name)                                 (Date: Day-Month-Year)

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(d)   Filling in an Accident Record    1 □  2 □  3 □  4 □  5 □
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Does the story include          Step 1 □  Step 2 □  Step 3 □  Step 4 □  Step 5 □ ?
<table>
<thead>
<tr>
<th>Feedback form</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff member’s name</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Staff member’s job title</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Interviewer’s name</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Interviewer’s job title</strong></td>
<td></td>
</tr>
</tbody>
</table>

1. **Interviewer’s view**
   - The member of staff ...
   - **No**  **Partly**  **Yes**
   - a. Used reading skills effectively.
   - b. Understood what key words and ideas mean for their work.

2. **Interviewer’s reasons**
   - The member of staff ...
   - **No**  **Partly**  **Yes**
   - 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.

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 reading skills.

4. **Interviewer’s signature**  **Staff member’s signature**

*Use the other side of this sheet for notes.*
<table>
<thead>
<tr>
<th><strong>Personal development form</strong></th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff member’s name</td>
<td></td>
</tr>
<tr>
<td>Staff member’s job title</td>
<td></td>
</tr>
<tr>
<td>Interviewer’s name</td>
<td></td>
</tr>
<tr>
<td>Interviewer’s job title</td>
<td></td>
</tr>
</tbody>
</table>

1. **Learning aim:** to work safely and meet quality standards, the member of staff should develop the following reading skills

   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).

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**