

## Care Skillsbase: Skills Check 27

### Following Travel Directions

#### 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 following directions
<b>Learning for interviewer</b>	Can the member of staff follow spoken directions and relate them to a street map?
<b>Learning for member of staff</b>	Giving and taking directions accurately can be an important part of the job
<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 asks questions about giving and following directions. The person gives directions first, then takes directions and uses them to plot a route on a map. Use direction-giving and discussion of the person's route map to check the person's spoken communication skills.
<b>Notes</b>	Some writing and map-reading required. See Guidance and answers for interviewer's instructions
<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)**

## Following Travel Directions

### Guidance and answers

Use this Skills Check to find out if the person is able to **give and follow directions**. Start by giving the person page 1 of the activity only. Do not give them the second page with the map until the directions in item 3 have been noted.

Use item 1 of the activity to establish the relevance of giving and taking directions to the person's job. Give examples of when the person might have to give and/or take directions.

Use activity item 2 to check the person's ability to give directions. Ask the person to give you directions similar to the sort of directions they might have to give in their work (e.g. how to get to or from your organisation to a particular place such as a health centre. If the person does not know the locality, ask them to give directions from their home to a nearby landmark, such as the town centre, a bank, post office or doctor's surgery.

You may wish to note the directions the person gives you. (That way you are modelling good practice when taking directions and you can refer back to your notes if necessary when discussing their response.)

Check that the person realises how this task relates to their job.

For item 3, use the directions on the next page. Again, check that the person understands how this task relates to their job.

Do **not** give the person the map on page 2 of the activity yet.

Encourage the person to take notes so they will remember the directions.

After the person has taken directions for getting from Amos Court to 10 Bexley Close, **give them the map** and ask them to mark the route you have just given them on the map. (Note that Bexley Close is not named on the map. To find it, they must follow your directions.)

When discussing the person's answers afterwards, you may wish to show them the directions and map on the next page of these notes.

**Directions from Amos Court to 10 Bexley Close**

From Amos Court go to Britannia Road and turn right.

Go down Britannia Road till you reach Gatteridge Street, the second turning on your right.

From Britannia Road, turn right into Gatteridge Street.

On Gatteridge Street, take the first turning left into Newland Road.

Go up Newland Road till you come to Dashwood Road, the first turning on your right.

Go all the way down Dashwood Road to South Bar.

At the junction of Dashwood Road and South Bar Street, turn right.

Go down South Bar till you reach the roundabout.

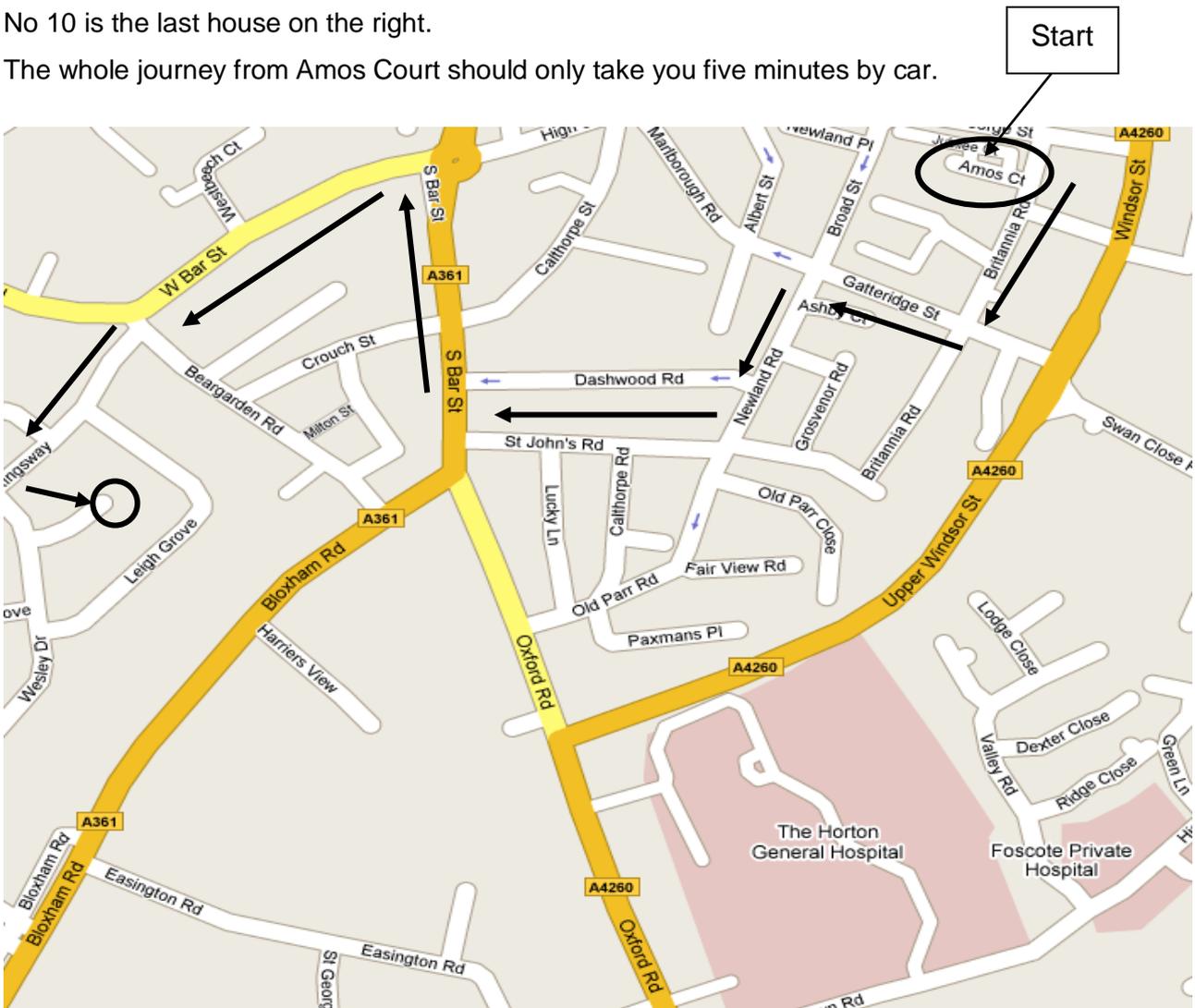
At the roundabout, turn left into West Bar.

Go up West Bar and take the first left turn, just before the bend in road. (Nearly there now!)

The turn is marked Beargarden Road, but right at the top, just after you leave West Bar, there is a right turn to a street called Kingsway. Turn into Kingsway and then take the second left turn onto Wesley Drive. On Wesley Drive take the first left into Bexley Close.

No 10 is the last house on the right.

The whole journey from Amos Court should only take you five minutes by car.





## Understand the Job: Following Travel Directions (continued)

### 4. Planning a route

Now use your notes to plan a route on the map.

Mark your route on the map with a pen or pencil.

Amos Court is marked with an X.



Google maps

<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 (for staff from other countries)</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>	