

Care Skillsbase: Skills Check 30

Reading Signs

Interviewer's pack

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Summary	
Suitable for	Care/support worker, ancillary worker
Skill checked	Reading
Covers	Language and concepts associated with workplace signs
Learning for interviewer	Can the member of staff understand and explain typical workplace signage?
Learning for member of staff	How signs are used to convey information
Approx time needed	Total: 30 minutes (15 minutes for Skills Check and 15 minutes for feedback)
How it works	Offers information on workplace signage and asks person to complete a tick-box reading comprehension exercise. Discuss the person's answers to check understanding.
Notes	May be helpful for overseas staff unused to British signage.
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

Reading Signs

Guidance (with possible answers)

Many different answers are possible to the questions in item 2.

Ask the person to explain their answers in order to see how well they understand the signage.

Questions	Possible answers
1. Which signs warn you about possible danger?	2 / 16
2. Which signs tell you to do something?	1 / 3 / 5 / 6 / 7 / 9 / 10 / 11 / 15
3. Which signs tell you not to do something?	1 / 4 / 5 / 8 / 10 / 12 / 13
4. Which signs just give you information?	2 / 13 / 14 / 16
5. Which signs might you see on a door?	1 / 5 / 8 / 14
6. Which signs might you see in a corridor?	2 / 6 / 7 / 12 / 14
7. Which signs might you see in a bedroom?	7 / 11 / 12 / 13 / 14 / 15
8. Which signs might you see in a kitchen?	3 / 7 / 9 / 12 / 13 / 14 / 15 / 16
9. Which signs might you see in a bathroom?	13 / 16
10. Which signs might you see in a laundry room?	4 / 7 / 10 / 11 / 13 / 14 / 16
11. Which signs might you see in an office?	1 / 7 / 8 / 12 / 14
12. Which signs do you think are the most important?*	7 & 14 / 12 / 16 / 3 / 4 / 1

* Explanation for possible answers to question 12:

Signs 7, 14 and 12 are concerned with fire safety.

Signs 16 and 3 warn of lesser hazards to personal safety.

Sign 4 is concerned with food hygiene.

Sign 1 might refer to a fire door and so relate to fire safety.

Understand the Job: Reading Signs

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 care work it is important to pay attention to many different kinds of sign. Some are about safety. Others tell you what to do. All are important to ensure the quality of care.

2. What do they mean? Where might you find them?

Look at the 16 signs on the next page.

Signs like these can be found in many care organisations and in many service users' own homes.

Answer the questions below about the signs.

Some signs may apply to more than one question.

Questions	Write the sign numbers here
1. Which signs warn you about possible danger?	
2. Which signs tell you to do something?	
3. Which signs tell you not to do something?	
4. Which signs just give you information?	
5. Which signs might you see on a door?	
6. Which signs might you see in a corridor?	
7. Which signs might you see in a bedroom?	
8. Which signs might you see in a kitchen?	
9. Which signs might you see in a bathroom?	
10. Which signs might you see in a laundry room?	
11. Which signs might you see in an office?	
12. Which signs do you think are the most important?	

Understand the Job: Reading Signs (continued)

3. Sixteen signs

1

Keep door
closed

2

Caution!
Slope 

3

You must wear hair net
and gloves in the kitchen.

4

Do not overload
washing machine

5

KEEP OUT

6

Wheelchairs must be
stored correctly.

11

Keep clothes tidy in drawers.

7

If you discover a fire,
• Sound the alarm
• Call fire service 999

8

**Access
forbidden to
unauthorised
personnel**

9

Please wash
kitchen items
separately from
SUs personal
items.

10

**Hang woollens
on coat
hangers to dry.
Do not put
them in tumble
drier.**

12

**DO NOT remove
smoke detector
covers**

13

This sink is for
handwashing
ONLY

14

FIRE EXIT

15

Shut cupboards
after use.

16

Caution
**HOT
WATER**

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 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.

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 reading skills	Tick (✓) if 'yes'	
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	