

Care Skillsbase: Skills Check 35

Duty of Care

Interviewer's pack

Contents

- Skills Check activity (England and Wales)
- Skills Check activity (Northern Ireland)
- Feedback form
- Personal development form

Summary	
Suitable for	Care/support worker
Skill checked	Reading
Covers	Language and concepts associated with duty of care
Learning for interviewer	Can the member of staff understand written information on duty of care?
Learning for member of staff	Language and concepts associated with duty of care, including risk management and the need to balance an individual's right to take risks with duty of care
Approx time needed	Total: 30 minutes (15 minutes for Skills Check and 15 minutes for feedback)
How it works	Offers information about duty of care and asks reading comprehension questions. Discuss the person's answers to check understanding.
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: Duty of 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?

Health and social care organisations have what is called a **duty of care** towards the people they look after. That means we must do everything we can to keep the people in our care safe from harm.

2. Adverse events, incidents, errors and near misses

Risk management helps us keep people safe. Part of risk management involves recognising and reporting adverse events, incidents, errors and near misses. Each of these words is defined in the table below. Match the word to its definition. The first one has been done for you.

Words	Adverse event	Near miss	Incident	Error
Word	Definition			
Error	Misjudgement, wrong decision or wrong action			
	Anything unusual that happens to people in care, visitors or workers – including an adverse event, a near miss, odd behaviour and conflict.			
	Any incident that leads to harm, loss or damage to people in care, visitors or workers.			
	Event that could have caused harm, loss or damage, but (luckily) did not .			

3. Dilemma

As care workers, we aim to help people live independently. That means encouraging them to make decisions for themselves. When someone in our care decides to do something that we think is unsafe, we face a dilemma (a difficult choice between two decisions).

If we stop them doing it, are we denying them the right to take risks?

If we let them do something dangerous, are we failing in our duty of care?

Common Induction Standard 5 (Principles for implementing duty of care) says that care workers must know how to address dilemmas that arise between an individual's rights and the duty of care.

Imagine the person you care for wants to make a pot of tea and pour it into some cups. You are worried they may spill boiling water and scald themselves. **Tick** (✓) what would you do:

- 1. Say, "Let me do that!" and make the tea yourself.
- 2. Say, "Let me know if I can help" and let the person do it themselves.
- 3. Say, "Let's do this together" and make sure the person doesn't hurt themselves.

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(NI)

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3. Dilemma

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Common Induction Standard 1 (Understand the principles of care) says that care workers must know how to address dilemmas that arise between an individual's rights and the duty of care.

Imagine the person you care for wants to make a pot of tea and pour it into some cups. You are worried they may spill boiling water and scald themselves. **Tick** (✓) what would you do:

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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	