

Care Skillsbase: Skills Check 2

Reading about the Principles of Care

Interviewer's pack

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Summary	
Suitable for	Care Worker
Skill checked	Reading
Covers	Language and concepts associated with the principles of care
Learning for interviewer	Can the member of staff understand written information on the principles of care?
Learning for member of staff	Principles of care in action, including equality and diversity, confidentiality
Approx time needed	Total: 30 minutes (15 minutes for Skills Check and 15 minutes feedback)
How it works	This Skills Check offers information about the principles of care and asks 'tick-box' 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 Skillsbase website.

We welcome suggestions to improve this Skills Check. Please use the contact form on our website at www.scie-careskillsbase.org.uk

Understand the Job: Principles of Care

For general use

Effective communication is vital in 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?

The **Common Induction Standards (CIS)** say that **care workers** are expected to know about the **principles of care**. The principles include choice, dignity, independence, partnership, privacy, respect, rights, safety, equality and diversity, and confidentiality.

2. How do you apply the principles of care?

Read three comments from a carer below. Each comment shows one of the principles of care in action. For each comment, **tick (✓)** the principle that you think the carer was promoting.

Carer's comments	Is the principle
<ul style="list-style-type: none">"We give everyone tea except Mary. She prefers black coffee."	<input type="checkbox"/> independence or <input type="checkbox"/> choice?
<ul style="list-style-type: none">"Bill wants to do his exercises in the morning instead of after lunch when he likes a sleep. I said that would be OK when someone is free in the morning to help him. Bill said that on other days he would fit in with the staff."	<input type="checkbox"/> rights or <input type="checkbox"/> partnership?
<ul style="list-style-type: none">"Mr T doesn't like talking in the morning, so we leave him alone at breakfast."	<input type="checkbox"/> respect or <input type="checkbox"/> privacy?

3. Equality and diversity?

Read the two comments from carers below. **One** of the comments **promotes equality and diversity**.

(a) "Everyone needs a hug sometimes, whether they know it or not. Being old and poorly isn't easy, especially if your family is far away. I try to keep people's spirits up."

(b) "Some people like a hug but others don't. Everyone's different and I try not to upset people, especially when they're feeling down in the dumps [sad]."

Which comment **promotes equality and diversity**. Is it comment (a) or (b) ? **Tick (✓)** the box.

4. What does confidentiality mean to you? Use the numbered words to make sense of this paragraph. Choose the best word to fill each gap. Write the number of the word in the gap.

All care organisations must have a confidentiality_____. This explains what information can be _____ and who can have _____ to this information. Both spoken and written _____ can be confidential. However, there are _____ to confidentiality.

1. access
2. limits
3. policy
4. disclosed
5. information

Understand the Job: Principles of Care

For domiciliary use

Effective communication is vital in 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?

The **Common Induction Standards (CIS)** say that **care workers** are expected to know about the **principles of care**. The principles include choice, dignity, independence, partnership, privacy, respect, rights, safety, equality and diversity, and confidentiality.

2. How do you apply the principles of care?

Read three comments from a carer below. Each comment shows one of the principles of care in action. For each comment, **tick (✓)** the principle that you think the carer was promoting.

Carer's comments	Is the principle
• "Mrs R wanted help with a letter so I left the hoovering till my afternoon visit."	<input type="checkbox"/> independence or <input type="checkbox"/> choice?
• "We've changed the rota so I can visit Mr Khan after his evening prayers."	<input type="checkbox"/> diversity or <input type="checkbox"/> privacy?
• "Mr T doesn't like talking in the morning, so I leave him alone at breakfast."	<input type="checkbox"/> respect or <input type="checkbox"/> safety?

3. Equality and diversity?

Read the two comments from carers below. **One** of the comments **promotes equality and diversity**.

(a) "Being old and poorly isn't easy, especially if your family is far away. I try to keep people's spirits up. Everyone needs a laugh sometimes, whether they know it or not."

(b) "I try not to upset people, especially when they're feeling down in the dumps [sad]. Some people like to have a laugh but others don't. Everyone's different."

Which comment **promotes equality and diversity**. Is it comment (a) or (b) ? **Tick (✓)** the box.

4. What does confidentiality mean to you? Use the numbered words to make sense of this paragraph. Choose the best word to fill each gap. Write the number of the word in the gap.

All care organisations must have a confidentiality_____. This explains what information can be _____ and who can have _____ to this information. Both spoken and written _____ can be confidential. However, there are _____ to confidentiality.

1. access
2. limits
3. policy
4. disclosed
5. information

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	